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ABSTRACT

A study examined the relationship between the training needs of sales/marketing trainers and their career stages. Data were collected for a self-administered questionnaire that was sent to a random sample of 291 members of the American Society for Training and Development who had been identified as sales and marketing trainers in the 1987 national membership directory. The usable response rate was 51.2 percent. The data indicated a relationship between sales/marketing trainers' competencies critical to success and their stage in career development. Four of the 15 trainer roles studied were found to differ across stages of career development: evaluation, management, needs analysis, and administration. Thirty of the 31 competencies identified by McLagen in 1983 were found to meet the minimum criterion for being considered critical to success for sales and marketing trainers in all stages (the exception being research in stage 1). Of these 30 competencies, 18 were ranked identically within the different stages and 12 varied according to the stage of career development. It was thus recommended that those competencies that proved to be important throughout the various career stages should be viewed as a common core when training programs for sales/marketing trainers are planned. Eight pages of references are provided. Appendixes include data tables, charts of roles and competencies, and the questionnaire. (MN)

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TRAINING AND DEVELOPMENT RESEARCH CENTER

Project Number Twenty-Seven

THE INFLUENCE OF CAREER STAGE ON THE TRAINING NEEDS OF SALES AND MARKETING TRAINERS

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CHAPTER I

INTRODUCTION

Honeycutt, Clyde, and Castleberry (1987) confirmed that the field of sales training had not changed much from what Henderson (1980, p. 5) described as having "received little attention from researchers and educational institutions." Furthermore, research, primarily in the areas of humanpower analyses, personnel management, labor relations, or general management, tends to deal with economic or managerial roles while avoiding the specific functional areas involving training techniques and practices, particularly in sales training (Henderson, 1980).

People's careers are characterized by changing patterns of developmental tasks, activities, values, and needs which emerge as they mature in a job. Similarly, training needs of individuals change and evolve as they move from one stage to another (Cron & Slocum, 1986). However, there has been an absence of research on the changing training needs of trainers in sales/marketing as they move through their careers.

Career Development Framework

The International Encyclopedia of the Social Sciences (1968, p. 252) gives three major definitions of career. The first emphasizes "notable achievement in any occupation"; the second, "any pattern of

occupational change"; and the third, "a succession of related occupations that are hierarchically arranged and through which a worker rises in an orderly sequence." Hall (1976) defines a career as "the individually perceived sequence of attitudes and behaviors associated with work-related experiences and activities over the span of the person's life" (p. 4). A career is "a life-long process" that includes preparation for and a choice of an occupation. One's present job is, therefore, just one of a sequence of work experiences encompassed by a career (Hall, 1976).

A career is more than simply the objective sequence of occupational, organizational, and job moves made by an individual. The many objective aspects of a lifetime of work--such as developing a professional self-identity (Schein, 1980), continuing personal growth, meeting personal demands, setting and meeting professional goals, and resolving conflicting demands from other areas of one's life (e.g., family, friends, health)--are also important (Hall, 1976). Career theorists (Erickson, 1963, 1968; Gould, 1978; Hall, 1976; Miller & Form, 1951; Schein, 1980; Super & Bohn, 1970; Super, 1957; Viega, 1973, 1983) have proposed that, under normal circumstances, people will experience more than one career stage in life. The various models studied for the purpose of this research supported one or more of these stages--exploration, establishment, maintenance, and disengagement. Although common age ranges are associated with each stage, Cron (1984) argued that a variety of career, personal, and life factors combine to determine the exact time when an individual moves from one stage to the next.

The career development framework, which originated from research in vocational psychology, sociology, and clinical psychology, indicates that what people want and need from a job will depend on their particular career situation--that is, the jobs they have held, their current position, and the direction in which they are moving (Dalton, Thompson, & Price, 1977; Ference, Stoner, & Warren, 1977; Hall & Nougaim, 1968; Super, 1957). These studies found that individuals progress through distinguishable career stages, each of which is characterized by unique career concerns, developmental tasks, personal challenges, and psychological needs. These tasks, challenges, and concerns dominate and support a particular period of one's life and are, therefore, considered to be fundamental to understanding individual behavior and attitudes (Levinson, Darrow, Klein, Levision, & McKee, 1978).

Training Framework

Nadler (1982, 1984) argues that human resource development (HRD) is responsible for designing learning experiences provided by organizations, usually employers. According to Nadler, the various names given to this duty are training, education, development, training and development, and adult education in business and industry. He points out that there is no agreement regarding the use of these terms (1984, p. 1.16).

Further, in order to differentiate among the terms, Nadler (1984) identified the three activity areas of HRD as training, education, and development. The following definitions reflect his perceptions about the three:

Training. "Learning related to present job."

Education. "Learning to prepare the individual for a different but identified job."

Development. "Learning for growth of the individual but not related to specific present or future job" (p. 1.16).

Unlike Nadler, Lusterman (1985) used the word "training" generically for any of the three activities of HRD--training, education, and development. Thus, the role of trainers may include one or all of the HRD activities. Training is a planned educational effort for changing behavior with the terminal objective of helping achieve the goals of the organization through optimum use of humanpower (Balogh, 1982; Craig, 1976; Dunnette, 1976). In a study prepared for the American Society for Training and Development, McLagen (1983) identified 15 roles of trainers, which included: evaluator, group facilitator, individual development counselor, instructional writer, instructor, manager of training and development, marketer, media specialist, needs analyst, program administrator, program designer, strategist, task analyst, theoretician, and transfer agent. A trainer is knowledgeable in the content areas and can use learning theory and methods skillfully to meet training needs (Craig, 1976).

It is commonly believed that trainers change, teach, educate, coach, and assist employees of the organization, or direct their activities. More important, trainers are concerned with facilitating change specifically related to the requirements of a particular firm.

The position of trainer is somewhat parallel to that of a teacher in a public education program. Whereas "teachers" are responsible for promoting learning outcomes of a more general and stable nature, trainers are charged with directing learning experiences which meet the specific needs of a particular organization/client.

Frequently, when management designates a supervisor or a master performer as a trainer, they assume that he/she will be able to train others simply because that person is able to do the job well him/herself. Sometimes that is true; often it is not. Warren (1979) maintained that the knowledge and skill required to complete a task are quite different from those required to transfer that knowledge or skill to another person. This suggests that a small investment in trainer training can have an "extremely high payoff" for the organization, the client, and the trainer.

Statement of the Problem

Today, colleges and universities comprise only a portion of the educational entities in the United States. The resource commitment outside traditional education is estimated to be about "$30 billion or half of the estimated $65 billion spent in 1980 for traditional higher education" (Craig & Evans, 1981, p. 29). So businesses and industries invest billions of dollars in employee training to meet economic and social demands. Much of this is in sales/marketing training. As Lee (1987) found, American organizations budgeted $32 billion for training in 1987, with expectations that 38.8 million workers would receive 1.2 billion hours of training. Much of this, he noted, was for sales/marketing training. "Of all organizations with 50 or more

employees, 32.7 percent would provide training of some type for salespeople during 1987" (page 51).

In academic research, increased attention has been focused on how people change over time and how such change affects their job performance (Hall & Mansfield, 1975; Mount 1984). Cron and Slocum (1986) investigated the influence of career stages on salespeoples' job attitudes, work perceptions, and performance. They found that salespeople's career stages are related to job attitudes, work perceptions, and performance. Other investigators have examined how individuals' work-related perceptions and attitudes vary across career stages (Slocum, Jr. & Cron, 1985; Stumpf & Rabinowitz, 1981). However, a lack of information exists about the relationship between a sales/marketing trainer's career; changing patterns of developmental tasks, activities, and values; and the training needs which emerge as he/she matures in a job. As employee training becomes a more important factor in the industrial enterprise, trainers' training needs should not be neglected, as they may differ from one career stage to another. This study was designed to investigate the possible relationship between the training needs of sales/marketing trainers and their career stages.

Research Questions

The central question of the study was: Is there a relationship between perceived training needs of sales/marketing trainers and stages of career development? In specific terms, the sub-problems of the study were to answer the following questions:

1. Is there a relationship between the sales/marketing trainers' competencies that are critical to success and their stage of career development?
2. Is there a relationship between sales/marketing trainers' roles and their stage of career development?
3. Within each of these stages, what competencies are more important to each stage--i.e., are some competencies more critical (highly rated) to sales/marketing trainers' success at different stages than at others?

Importance of the Study

Generally, it is assumed that individuals could become sales/marketing trainers because of their exceptional performance as salespeople, without teaching skills. If so, then it is not uncommon for sales/marketing trainers to train/instruct in topics in which they had not previously received training/instruction. This happens when people automatically move to a training field without any training background. One purpose of sales training research is to reduce the cost of training while increasing productivity. Henderson (1980) argued that the business community, as a whole, has identified the training function as a significant factor in improving productivity of human resources in a firm. Lusterman (1985) noted that a larger proportion of employees in all major job categories--Senior or Upper-middle Manager, Middle Manager, First-line Supervisor--are now involved each year in "formal training" than were five years ago. Furthermore, "growth in

rates of participation" in training has been the highest for managers--including supervisors--and for professional, sales/marketing people. Although sales/marketing training has become a "highly visible" function within a firm (Honeycutt, 1986), increasingly, the positions are staffed by personnel without training backgrounds (Henderson, 1980).

In a study conducted in 1985, Lusterman found that the number of professionals engaged in sales training increased over the previous five years. The study sampled 218 Fortune 500 industrial and service companies. During the time of the study, diminished payrolls and earnings compelled some companies to reduce their staff, but not in the training fields. Lusterman's study showed that training resources have been augmented in most companies through the greater use of line managers and other non-specialists. A wider use of non-specialists was reported by nearly four-fifths of the companies that have also added to their professional training staff. About 70 percent of the 218 Fortune 500 industrial and service companies sampled added non-specialists to their training personnel.

According to the participants of Lusterman's study, needs-driven training entails a number of closely linked steps--assessing individual and group needs, defining training objectives, selecting participants, designing courses and instructional methods, providing for feedback, and evaluating the training. Several recently appointed training directors, according to Lusterman (1985), commented on the "poor connection" they found between company needs, as determined in performance appraisal procedures, and the training programs then in place. Lusterman (1985) maintained that sixty percent of the respondents reported significant changes in training methods and the use of technology in training during

the past five years. "Thanks to television and computer-aided instruction, the big thrust now is from instructor-intensive training to self-administered training," one training executive pointed out (page 13).

Over the years, sales/marketing executives have received little guidance from marketing scholars regarding how sales/marketing trainers' needs change throughout their careers. Research on other professional careers (e.g., professional managers, engineers, salespersons, and scientists) indicated that an understanding of how adults change may be very important for increasing productivity and performance (Dalton et al., 1977; Ference et al., 1977).

Development in a career refers to motives, needs, abilities, attitudes, and values which are related to work and occupation (Schein, 1980). Others found that major issues, tasks, challenges, and needs are associated with each career stage (Cron, 1983, 1984; Slocum & Cron, 1986; Erickson, 1968; Gould, 1978; Hall, 1976; Schein, 1980; Stumpf & Rabinowitz, 1981; Super & Bohn, 1970; Viega, 1973). In addition, researchers agree that career stage affects job attitudes and performances (London, 1983; Rhodes & Doering, 1983; Sonnenfeld & Kotter, 1982).

Hall and Mansfield (1975) investigated the relationships of age and seniority with career variables of engineers and scientists. In their study, they examined the changing career experiences of professional engineers and scientists. They found that both age and seniority were related to (a) the amount of various needs, (b) the aspirations for needs, (c) the importance of needs, (d) the satisfaction with needs, (e) the self-image, (f) the organizational climate, (g) job challenge, (h)

job involvement, (i) intrinsic motivation, (j) perceived performance, and (k) perceived effort. They also concluded, based on the study, that career stages did exist with different variables characterizing different stages.

In another study, Mount (1984) studied the relationship between career stages and facets of job satisfaction of professional managers. Four hundred eighty-three managers responded to a questionnaire about the length of time they had been in their occupation and their satisfaction with the various aspects of their work. The results indicated that the career stage determined managers' satisfaction with all facets of work (supervision, pay, company practices, work, and career development).

In a closely related study, Cron and Slocum (1986) investigated the influence of career stages on salespeoples' job attitudes, work perceptions, and performance. The study examined salespeople in four distinct career stages--exploratory, establishment, maintenance, and disengagement. General support for the theory, as discussed in the literature review, was found. Also, they found that job performance and attitudes were influenced by different career stages. The relationship of a salesperson's performance to personal, strategic, and territorial factors also was found to vary according to career stages. Of all the studies of relationships conducted between career stage and other variables in the following professions--engineers and scientists, professional managers, and sales--no study was found of sales/marketing trainers and their training needs.

The career development concept explains the needs of individuals at various stages, as well as their behavior and attitudes at work. The

literature on career stages indicates that career stages affect job satisfaction, job attitudes, and individuals' descriptions of their work environment. Persons in the same career stage seek to satisfy their psychological and sociological needs similarly on the job (Cron, 1986). Because similar values can be attributed to workers in the same career stage, their training needs may be perceived as similar, too.

The results of this study will be important to individuals and business organizations, as well as to institutions of learning which offer or plan to offer professional degrees in sales/marketing training, for the following reasons:

1. Lists of competencies unique to sales/marketing trainers will be categorized according to career stages.
2. Job behavior and sales/marketing trainer attitudes may be further explained.
3. Customized/tailored training offerings could be marketed to sales/marketing trainers as a result of the findings.
4. The competencies identified may be self-development tools for trainers.
5. The matching processes of training needs at all stages of the career can be improved.

Finally, the findings of this study could also be used to validate the McLagan (1983) studies for sales/marketing trainers.

Delimitations

Researchers often limit the scope of their research in order to facilitate the study and to manage the data. The design of this investigation was no different.

(1) Participation of respondents was limited to those sales and marketing members of the American Society for Training and Development (ASTD) whose names appeared on the ASTD mailing list as of 1987. There are sales/marketing trainers who are not members; hence, one cannot account for those people.

(2) Only 31 competencies identified by ASTD (McLagan, 1983) were used. These are generic to all trainers.

Limitations

The limitations that affect the findings and conclusions drawn from the study include the following:

(1) Each of the competency statements is subject to the interpretation of the respondents.

(2) The response rate was moderate (51 percent) despite three follow-ups. Subsequent follow-up efforts with nonrespondents were only marginally successful.

(3) Because of limited finances, the researcher used a random sample of 300 out of a population of about 2,000.

Definitions of Terms

Career. "The individually perceived sequences and activities and behaviors associated with work-related experiences and activities over the span of the person's life" (Hall, 1976, p. 4).

Career Development. From a review of several descriptions, it appears that career development is a process that continues throughout the life span and is an important component of general development. Tolbert (1974) describes career development as the "lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities, and trying out plans in part-time, recreational, and full-time work situations" (p. 25).

Career/Vocational Maturity. "The person's readiness to cope effectively with the developmental tasks of one's life stage, in relation to other people in the same life stage" (Super & Bohn, 1970, pp. 120-121).

Competency. "A performance area, skill, knowledge, or attitude required to perform a task" (Henderson, 1980, p. 14).

Role. "A training and development functional area with unique output requirements" (McLagan, 1983, p. 204).

Sales/Marketing Trainer. An individual knowledgeable in sales/marketing content areas, skilled in the ability to use learning theory and methods to meet training needs.

Trainer. Refers to one who can use learning theory and methods skillfully to meet training needs (Craig, 1976).

Training. "Refers to a planned education effort for changing behavior with the terminal objective of helping achieve the goals of the organization through optimum use of manpower" (Balogh, 1982, p. 8).

Training and Development. "The human resource practice area focusing on identifying, assessing, and--through planned learning--helping develop the key competencies which enable individuals to perform current or future jobs" (McLagan, 1983, p. 204).

CHAPTER II

REVIEW OF LITERATURE

The review of the literature is divided into four sections with supporting subsections that relate to the purposes of the study. The four sections of related literature are: (1) Career Stage Theory, (2) Competencies Needed by Trainers, (3) Sales and Marketing Trainers' Needs, and (4) Summary of Literature Review.

Career Stage Theory

This covers the framework and the historical perspective of career stage.

Historical and Theoretical Base of Career Stage

A career represents a person's entire life in the work setting (Hall, 1976). And work, for most people, as Hall (1976) observes, is a primary factor in determining the overall quality of life. Levinson (1978) adds that a person's work is the primary base for one's life in society. Through work, one is "plugged into" an occupational structure and a cultural, class, and social matrix. Work is also of great psychological importance; it is a vehicle for the fulfillment or negation of central aspects of the self. Work provides a setting for satisfying practically the whole range of human needs--physiological, safety, social, ego, and self-actualization (Maslow, 1968); achievement,

affiliation, and power (McClelland, 1967). Sofer's (1970) study found that people near retirement often fantasize about dying very soon after they stop working.

A person's life cycle has a series of changes characterized by changing patterns of developmental tasks, activities, values, and needs, all of which emerge as he/she passes through various age ranges (Hall & Schneider, 1973; Kroll, Dinklage, Lee, Morley, & Wilson, 1970; Nougaim & Hall, 1968). Gould (1978) supported the theory that "adulthood is not a plateau;" rather, it is a dynamic time for all of us. As adults grow and change, they take steps away from childhood and toward adulthood.

Psychologically, our thoughts about adult development grow out of an intellectual tradition formed by Freud, Jung, and Erickson (Levinson, 1978). In recent years, these sources have been used by Becker (1967), Lifton (1970), and others in creating a broader approach to adult life in society. While adult development theorists acknowledge that history, culture, and social institutions influence the life of the individual adult to create a deeper and more complex view of adulthood, one must consider the nature of both the person and the society.

Important work in psychological life stages was done by Buehler in 1933 (Super, 1957) and was utilized by some writers in developmental psychology in subsequent years. Based on the analysis of life histories, Buehler defined the five psychological life stages as the "growth stage (0-14)," "exploratory stage (15-25)," "establishment stage (25-45)," "maintenance stage (45-65)," and "decline stage (65 and over)." Buehler's age limits are approximations which vary considerably from one person to another.

Erickson's (1950) theory of life stages proposed eight stages of the life cycle. The first four stages--oral, anal, genital, and latency--describe childhood and, therefore, are not relevant to this study. The last four stages-adolescence, young adulthood, adulthood, and maturity however, can be applied to the study of working careers.

Levinson (1978), in his study, "Eras: The Anatomy of the Life Cycle," identified four stages as childhood and adolescence (0-22), early adulthood (17-45), middle adulthood (40-65), and late adulthood (60 and above).

From a sociological perspective, Miller and Form (1951) described five stages based more on actual job behaviors than on the underlying developmental processes, as in Erickson's model. In their model, the preparatory work period occurs in childhood. The initial work period (late teens) consists of part-time and occasional jobs. The trial work period starts with the person's first regular full-time job and continues until he/she settles into a stable field of work (late 20's or early 30's). The stable work period extends from the 30's to the 60's, and is followed by retirement.

Another theory similar to that of Miller and Form (1951), Super's (1957) model, corresponds in part to Erickson's (1950) conception of life stages. In the realm of vocational behavior, Super and his associates employed a model of five developmental stages: (1) childhood, (2) adolescence, (3) young adulthood, (4) maturity, and (5) old age (Super & Bohn, 1970). The Super model (1957), otherwise known as vocational life stages, based on the original work of Buehler (1933), includes growth (birth-14), exploration (15-24), establishment (26-44), maintenance (45-64), and decline (65 on) stages.

An important issue is the delineation of life and career stages and whether they occur simultaneously in an individual. Rush, Peacock, and Milkovich (1980) found some support for distinguishing career stages as a function of age and psychological concerns. However, Cron (1984) argued that age is not a function of career stage; rather, other life factors combine to determine the exact time that an individual moves from one stage to the next. For instance, the problems of rearing children, getting started in an occupation, and aging have made most people conscious that people go through various stages as they progress through childhood, into adolescence and adulthood, and on into old age (Super & Bohn, 1970). Super's model (1957) associated chronological age with career stages.

Different disciplines have long used the concept of life stages. In vocational psychology, the typical procedure has been to develop a record of the work histories of a sample of the people whose careers are to be studied. Such records may be limited to part of the lifespan and to certain kinds of positions. They may go beyond mere analyses of the sequence and duration of positions to analyses of the types of problems faced at the various life stages and of the factors influencing their handling. Five life stages tend to stand out in this study of analysis on which career stage theory was built: childhood, adolescence, young adulthood, maturity, and old age. The focus is on the last four.

The stages considered for this study were the exploration, establishment, maintenance, and decline stages, all of which affect adult workers in the public or private work setting. These stages are not only vocational but also involve all aspects of life. They are not exclusive to men, as Buehler's original study showed (cited in Buehler &

Massarik, 1968). Although the original formulation of career stage theory by Buehler, done in 1933, was derived from data from both sexes, applicability of the theory to adult females is a serious question which must be addressed. This is true because of the changing roles of women in our society. Many women work outside of the home more than ever before. Most recently, Super & Nevill (in press), using the Career Development Inventory Study (CDI), found slight sex differences in socioeconomic status (Super, 1984). Particularly important is their finding that "it is the salience of the work role that determines career maturity rather than sex or socioeconomic status" (p. 215). Super's model has been supported in recent research on organizational careers, as well (Hall & Mansfield, 1975). In another study aimed at testing the career stages model developed by Super (1957), however, Slocum & Cron (1985) reported no difference between the sexes in their sample. Lowenthal, Thurinster, and Chiriboger (1975) identified the four stages of life as high school senior, newlywed, middle-aged, and pre-retirement. The subjects in this study were men and women, and the authors found that there were no differences between men and women.

Several studies conducted on career stage theory maintain that what people want and need from a job will depend on their particular career situation; that is, the jobs they have held, their current position, and the direction in which they are moving (Dalton et al., 1977; Ference et al., 1977; Hall & Nougaim, 1968; Super, 1957). The person's stage in his/her work career is another factor that can strongly affect (and is likewise affected by) social behavior and attitudes (Hall, 1976); this variable may not be closely tied to age, either. For instance, lawyers or managers who are on their first permanent job following professional

training (law school or business school) will probably be concerned about advancement and establishing a reputation among their colleagues, whether they are 25 or 45 years old.

A substantial body of literature pointed out that individuals progress through distinguishable career stages, each of which is characterized by unique career concerns, developmental tasks, personal challenges, and psychological needs. These tasks, challenges, and concerns dominate and support a particular period of one's life and are, therefore, considered to be fundamental to understanding individual behavior and attitudes in an organization (Levinson et al., 1978). As mentioned earlier, the four stages studied for the purpose of this investigation included exploration, establishment, maintenance, and decline.

Exploration Stage (Stage I)

Another name for the exploration stage is the trial stage (Slocum & Cron, 1985). According to Super (1957), people at this stage tend to shift jobs more frequently and have a greater propensity to relocate and leave their present employer to find the right job if it means a promotion. They are trying to establish themselves in a job that may interest them, and it doesn't bother them to quit if the job proves to be inappropriate (Hall & Nougaim, 1968). Hall (1976) cited the following quotation from their previous work:

> The beginning of the career is a new experience, and here the person is mainly concerned with the structure of his/her position and with feeling secure in it. At this point he is at the

> boundary of his organization, a very stressful location (Kahn et al., 1964), and he is searching for a means of integrating himself into the system. Being new, he does not have a strong identity relevant to his particular organization, and he is struggling to define more clearly his environment and his relationship to it (Hall and Nougaim, 1968, pp. 26-27). (p. 54)

This stage finds people struggling to match their talents with those required by the job and/or organization. At the same time, much attention is paid to establishing an initial professional self-image (Cron & Slocum, 1986). The need to succeed and grow as an individual is eminent during the exploration stage. It is a time of self-discovery (Cron, 1984). In order to acquire a professional self-image, individuals at this stage develop competencies in their position in order to be accepted by their peers as contributing members of the organization (Schein, 1978). The supervisor plays a critical role at this stage of adjustment by being considerate of the needs of other people (Kram, 1983; Kram & Baird, 1983; Slocum & Cron, 1985). Although the perception of high job challenge during the early career has been reported to result in higher job satisfaction, lower turnover, and greater involvement (Hall, 1976), high job complexity could adversely affect job performance during the early years. While some researchers suggest that the exploration stage occurs between the ages of 20 and 30, they offer no empirical data to support such a proposal (Gould, 1979).

Establishment Stage (Stage II)

This was the second stage in Super's (1957) model and the first stage of Stumpf & Rabinowitz' (1981) three-stage model. This stage comprises a major portion of an individual's early organizational socialization process (Feldman, 1976; Katz, 1980). Gould (1979)

suggested that the establishment stage involves the creative years and qualified it as the stabilization stage. Researchers argued that the career pattern becomes clearer at this stage, and effort is put forth to secure a firm foothold in the career. Havighurst (1950) viewed this stage as a time of "digging-in," a time characterized by a high dedication to work. Super's model quantified the age range of the establishment stage as being 30-44 years. In contrast to this view, advanced professional training may serve to delay entry into a career and, therefore, cause this career stage to occur later in life.

During the establishment stage, a commitment is made to an occupational field. Major focus at this stage is on stabilizing oneself and establishing a secure place in the organization (Super, 1980). Because most people have learned the fundamental requirements of the job, their primary development emphasis is on using these skills to produce superior results and to achieve financial and personal success (Slocum & Cron, 1985). Viega (1981, 1983) noted that the rate of career and organizational moves decreases significantly from the earlier stage. Promotion would be a concern in a situation where it is customarily associated with superior performance (Hall & Nougaim, 1968). Consequently, training may be important to people during the establishment stage because the psychological success resulting from high performance during this period is expected to add to greater work involvement (Hall, 1971). Baird and Kram (1983) have suggested that coaching and instruction are still needed and that career counseling, role models to emulate, and friendship should not be neglected by the superior. People in the establishment stage tend to get themselves established in a job that supports the lifestyle to which they aspire,

one that uses their abilities and talents (Super, 1980). As a result, these people are more concerned about mastering tasks than building new social relationships that they would need in a new position.

Maintenance Stage (Stage III)

According to Super (1957), this stage occurs between ages 45-65. The emphasis now shifts to maintaining what one has achieved (Super, Crites, Hummel, Moser, Overstreet, & Warnath, 1957). According to Super, little new ground is broken, and there is a continuation along established lines. The maintenance stage described by Hall and Nougaim (1968) fits well with the maintenance stage described by Super. Workers who are in the maintenance stage are well settled in their life cycles and career patterns (Slocum & Cron, 1985). There is a concern for doing something new (McGill, 1980), but these people are reluctant to move between companies for both family and professional reasons. Researchers noted that their sources of satisfaction are more from their work itself and their co-workers than from their pay or promotion. This stage is marked by a leveling off in their career (Kaufman, 1979) and a reduced emphasis on competition (Hall & Nougaim, 1968). Greater concern for peer and professional relationships may manifest itself in the form of helping others grow--Stumpf and Rabinowitz (1981) called it mentoring relationships--so as to strengthen the organization and continue one's work (Dalton et al., 1977; Erickson, 1963; Levinson et al., 1978; Roche, 1979; Schein, 1978; Shapiro, Haseltine, & Rowe, 1978). As indicated earlier, the central activities, relationships, and psychological issues as well as needs at each career stage are substantially different. Thus, the training needs may vary according to a person's career stage. Two personal challenges are unique to people at this stage. First, a

change in self-image is usually required as one experiences a variety of physiological, attitudinal, occupational, and family changes (Hall, 1976). A second challenge is to maintain an acceptable level of performance and motivation in the face of a more realistic set of present and future reward expectations (Buchanan, 1974). Movement into the maintenance stage is frequently associated with the cessation of upward mobility (Ference et al., 1977).

Disengagement Stage (Stage IV)

Another name for disengagement is the decline stage, which is age 65 and above. New roles must be developed--first, that of selective participant, and, after that, of observer rather than participant.

The final critical adjustment for most people is the transition from work to retirement (Cron, 1984). Many anticipate dissatisfaction and frustration with the loss of their work role. On the other hand, retirement can mean an escape from a frustrating job and positive reward for a lifetime of hard work (Super, 1957). Whereas little empirical research is available about people at this stage (Cron, 1984), in the next decade, a larger percentage of the workforce will be close to retirement.

Competencies Needed by Trainers

Identification of competencies needed by and roles performed by trainers is not a new concept in the occupational/training field (Becker, 1977; Butula, 1975; Gerbracht, 1976; Haburn, 1976; Harris, 1975; Henderson, 1980; Horne, 1976; Jacobs, 1978; Jorz & Richards, 1977; Kenny, 1976; Marangu, 1975; McLagan, 1983; and White, 1979).

Adam (1974) suggested that a promising way of improving school-industry communication about requisite job skills is to use competency models to relay employers' needs to educators so that educators can transmit clear descriptions of the outcomes of their program back to employers.

In its Trainer Development Program (TRADEP), the U.S. Army Infantry School (1973) identified nine basic functions of the infantry trainer. The nine functions are:

1. Forecasting future manpower requirements and planning to meet these requirements.
2. Developing approaches to training, including training of trainers.
3. Developing and conducting training.
4. Supervising and managing training.
5. Assessing specific training needs.
6. Establishing training objectives and programs of instruction.
7. Designing individual training experiences to accomplish training objectives.
8. Conducting training experiences.
9. Evaluating training/learning.

In another study aimed at identifying, designing, and implementing a professional development program for civil service trainers, Chalofsky and Cerio (1975) and Jurz and Richards (1977) reported the results of their studies, which indicated that the Employee Development Specialist (EDS) performed the following four roles:

Learning Specialist--concerned with designing, developing, conducting, and evaluating learning experiences.

Administrator--concerned with arranging, coordinating, and maintaining the support services of the various training and employee development programs.

Program Manager--concerned with setting policy for planning, controlling, and managing the various training and employee development programs.

Consultant--concerned with research and development, and providing management and employees with advice and assistance. A later analysis of the U.S. Civil Service Study, by Jorz and Richards (1977), revealed a fifth functional role, that of career counselor.

In another study, for the Ontario Society for Training and Development (OSTD), Kenny (1976) identified four distinct trainer roles: (1) instructor, (2) designer, (3) manager, and (4) consultant. There were 11 competencies associated with these roles: (a) administration, (b) communication, (c) course design, (d) evaluation, (e) group dynamics, (f) learning theory, (g) manpower planning, (h) person/organization interface, (i) teaching practice, (j) training equipment and materials, and (k) training needs analysis.

White (1979) reported on the ASTD study of 1978, in which a national survey of 2,300 trainer-members was conducted to determine job activities applicable to the training function. Nine major activity areas of the training function were reported:

1. Analyzing needs and evaluating results.
2. Designing and developing training programs and materials.
3. Delivering training and development programs.
4. Advising and counseling.
5. Managing training activities.
6. Maintaining organization relationships.
7. Doing research to advance the training field.
8. Developing professional skills and expertise.
9. Developing basic skills and knowledge.

As a result of this study, a professional development needs assessment instrument was developed for individual members' use. This instrument was designed to enable individual trainers to evaluate their own needs in relation to the nine major activity areas, with a total of 114 items.

Nadler (1984) defined the three major roles of the trainer as (1) learning specialist, (2) manager of HRD, and (3) consultant. Nadler's model contained the following three roles and 12 sub-roles (pp. 1.25 - 1.28):

1. Teaching/Learning Specialist
   - facilitator of learning
   - designer of learning programs
   - developer of instructional strategies

2. Manager of HRD (Training)
   - developer of HRD policy
   - supervisor of programs
   - maintainer of relations
   - developer of HRD personnel
   - arranger of facilities and finance
3. Consultant
   - advocate
   - expert
   - stimulator
   - change agent

As indicated in the earlier part of this study, Nadler segments learning/instructional activities into three areas, further defining the role of the trainer, depending upon which instructional activities the trainer uses. For the purposes of this study, it is assumed that any trainer operates in these three areas: (1) training, (2) education, and (3) development.

There still are technically competent individuals who do not possess adequate teaching skills. Nadler (1970) described such an individual as:

> . . . the expert in that area of subject matter... in almost all cases s/he knows little or nothing about the most effective way of presenting that subject matter. S/he has avoided any education courses and rejects any attempts at helping himself improve his methodologies (p. 138).

This trainer is viewed as an educator with technical competence, but seldom with teaching skills either by prior training or experience. Lusterman (1977) supported Nadler in this regard and reported that

trainers often lacked teaching expertise and were assigned to training duties for which they lacked competence.

In 1983, the American Society for Training and Development (ASTD), in a national study with a sample of 300 trainers, identified the following 15 key functions/roles of HRD (McLagan, 1983) (see Appendix D for full definitions):

1. Evaluator
2. Group facilitator
3. Individual development counselor
4. Instructional writer
5. Instructor
6. Manager of training and development
7. Marketer
8. Media specialist
9. Needs analyst
10. Program administrator
11. Program designer
12. Strategist
13. Task analyst
14. Theoretician
15. Transfer agent

Within each of these major roles, 31 competencies unique to trainers were identified (see Appendix E for full definitions):

1. Adult learning understanding
2. A/V skill
3. Career development knowledge

4. Competency identification skill
5. Computer competence
6. Cost-benefit analysis skills
7. Counseling skill
8. Data reduction skill
9. Delegation skill
10. Facilities skill
11. Feedback skill
12. Futuring skill
13. Group process skill
14. Industry understanding
15. Intellectual versatility
16. Library skills
17. Model building skill
18. Negotiation skill
19. Objectives preparation skill
20. Organizational behavior understanding
21. Organizational understanding
22. Performance observation skills
23. Personnel/Human Resources field understanding
24. Presentation skills
25. Questioning skill
26. Records management skill
27. Relationship versatility
28. Research skills
29. Training and development field understanding

30. Training and development technique understanding
31. Writing skills

The contributions of the ASTD study to the training and development field are that it:

1. is like a prescriptive model for the training and development field.
2. distinguished training and development from other human resources functions, with which training and development are often confused.
3. anticipated the probable input of future conditions on competency requirements.
4. defined training and development work in terms of results and outputs rather than tasks or activities as contained in previous studies (p. 2).

Individuals have used the ASTD instrument to evaluate their training program or to identify the needs of trainers in business and industry. Stone (1985), in order to evaluate the needs of regional members of ASTD in the Madison, Wisconsin area, conducted a study using the ASTD competency lists to identify the inservice/educational needs of trainers in the region, using a self-assessment instrument (Pennington, 1980). The results of the study led to the identification of training needs of regional ASTD members.

In comparison with Nadler's earlier study (1970), the ASTD study added the following roles: strategist, marketer, and individual development counselor, and used the word "researcher" in place of "theoretician." Also, a "maintainer of relations," as contained in Nadler's model, was absent in ASTD's model.

Sales and Marketing Trainers' Needs

The research utilized a computerized library search available at the business reference service, University of Minnesota-Twin Cities, to investigate various data bases (see Appendix G). Existing literature provides scant evidence of the current training practices for sales trainers in major United States corporations. It is very probable that research in that area is proprietary. However, Henderson (1980), in one of the few related studies identified in the literature, stated the top ten activities considered to be educational/training needs of retail trainers as:

1. Keeping abreast of training and development activities in other organizations.
2. Keeping abreast of training and development concepts, theory, techniques, and approaches.
3. Attending seminars and conferences for personal development.
4. Projecting future training needs relating to management succession, organizational changes, and so forth.
5. Using organization development techniques.

6. Assessing performance before and after training to measure training effects.
7. Developing professional skills and expertise.
8. Analyzing needs and evaluating results.
9. Experimenting with new training and development techniques.
10. Knowledge of training resources (pp. 67-68).

The respondents in Henderson's study felt that training needs existed, but they were uncertain whether a self-directed or a structural learning situation was more suitable to meeting those needs.

In an analysis of training expenditures, Feuer (1985) found that, of a reported 1.377 billion hours of formal training administered by businesses and industries by the end of 1985, .131 billion, or about 10 percent, was devoted to sales training. Thus, sales training ranked fifth, following management skills and development, supervisory skills, technical skills/knowledge updating, and communication skills training, in 1985. This indicates how crucial sales/marketing training is to business and industry. Roth (1981) suggested that colleges of education which plan to train sales/marketing trainers, should include, in addition to the technical content, the following topics in their curriculum: (1) human relations, (2) effective communication, (3) business administration, and (4) psychology. One may conclude that sales training is an important component of training in business and industry, but little information is available concerning the differential needs of trainers in sales and marketing.

Summary of Literature Review

Research on adult development and career development has established that, at each stage of life and career, individuals face a predictable set of needs and concerns which are characteristics of their particular age and career history. These predictable patterns are reflected in concerns about self, one's career, and maybe one's family.

Four career stages that have been studied elaborately in the review of the literature are exploration, establishment, maintenance, and decline/disengagement. Although different age ranges were associated with each career stage, other life factors combined to determine the time when an individual moves from one stage to the next. People at the exploration stage tend to shift jobs more frequently or move from one company to another in search of a better opportunity/deal. The establishment stage was characterized as an early organizational socialization process. Efforts are made to secure a firm foothold in the career. Unlike the exploration stage, people in the maintenance stage do not move from company to company, for family and professional reasons. They are well settled in their life cycle and career patterns. The disengagement stage is considered critical for most people simply because of the adjustment involved in the transition from work to retirement. Actually, little empirical research is available on people in this group.

Several competency models for trainers were studied. Fifteen major roles of trainers were cited in the literature reviewed. As a result of

the 15 major roles, 31 competencies unique to trainers were identified by ASTD's study (McLagan, 1983). These competencies were considered as training needs for sales and marketing trainers.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study is to investigate the possible relationship between training needs of sales/marketing trainers and their career stage. In this chapter the following will be discussed: (1) the design of the survey instruments, (2) reliability and validity, (3) the population and sample for the study, (4) data collection, (5) response rate and (6) data analysis.

Design of Survey Instruments

The survey instrument (Appendix F) contained three separate parts: trainers' training needs, career stage, demographics.

Trainers' Training Needs

The review of the available literature revealed various methods used in the past to identify trainers' needs. In 1983, however, the American Society for Training and Development (ASTD) sponsored a national study in which 15 roles and 31 competencies were identified for trainers without regard to the type of business or industry (McLagan, 1983). As documented in the review of literature, individuals have used the ASTD instrument to evaluate their training programs or to identify needs of

trainers in business and industry. These 15 roles and 31 competencies were modified slightly and used in this study as measures of trainers' training needs.

Of the 15 key roles, respondents were asked to specify the percentage of time spent in performing some/all of the activities with the total not to exceed 100 percent. The 31 competencies were operationally defined on a six-point Likert-type scale. A rating of 1, "unrelated to success in current position," and a rating of 6, "critical to success in current position," identified the respondent's perception of the importance of a particular competency in his/her current stage of career development.

Career Stage

To measure a person's career stage, the Career Concerns Inventory (CCI), adult form, modified by Super, Thompson, and Lindeman (1985) was used. This is a self-report inventory focusing on awareness of and concern with career development tasks.

In this study, the respondents were asked to indicate the task and life stages with which they were presently most concerned. Concern for the task was operationally defined on a five-point Likert-type scale. A rating of 1, ("I have not yet thought seriously about that") indicated that the issue had not yet been a concern, while a 5 ("No longer a concern") indicated that the issue had been addressed in the past. A rating of 3, ("A growing concern at the present time") indicated that the issue was of current concern.

The 60-item inventory yields 12 subscales that are factorily independent. According to Super et al. (1985), the 60-item inventory yields 12 subscales: (a) crystallization, (b) specification, (c)

implementation, (d) stabilizing, (e) consolidating, (f) advancement, (g) holding, (h) updating, (i) innovating, (j) decelerating, (k) retirement planning, and (l) retirement living. Super et al. (1985) concluded that the twelve subscales are factorily independent because their study showed that the first three subscales characterized individuals in the exploration stage. The next three subscales characterized individuals in the establishment stage, and the last three subscales typified the individuals in the decline stage.

Demographics

Additional sections on demographics, educational background, employment information, and career development inventory were created to provide the researcher with the profile of the respondents.

Reliability and Validity

In an instrument of this nature (Appendix F), a researcher faces two dilemmas--validity and reliability. The preliminary instrument was developed by Super, Zelkowitz, & Thompson (1981). This instrument has been used with related samples of professionals and found to be reliable and valid (Hall, 1983; Slocum & Cron, 1985, 1986). Super et al. (1981) and Hall (1983) have provided internal consistency reliabilities checks for the career stage instrument. In his review of Career Development Inventory (CDI), Pinkney (1985) stated:

> A review of the literature did find two studies supportive of the CDI's criterion-related validity. In summary, what is available on the CDI is encouraging. When and if the technical manual

> becomes available, many of the missing pieces may be filled in concerning construction, stability, reliability, and validity. (p. 273)

The internal consistency reliabilities for the 12 subscales used in that study (Table 1) are noted after each issue (Slocum & Cron, 1985, pp. 132-133). Those in parentheses are from the Hall (cited in Slocum & Cron, 1985) sample of 161 corporate engineers (Table 1).

Table 1

Internal Consistency Reliability Checks for Career Stage Instrument

Exploration	1.	Crystallization	= .87 (= .82)
	2.	Specification	= .89 (= .73)
	3.	Implementation	= .87 (*)
Establishment	4.	Stabilizing	= .80 (= .83)
	5.	Consolidating	= .84 (= .77)
	6.	Advancement	= .81 (= .86)
Maintenance	7.	Holding	= .80 (= .73)
	8.	Updating	= .84 (*)
	9.	Innovating	= .82 (*)
Decline/ Disengagement	10.	Decelerating	= .74 (= .64)
	11.	Retirement Planning	= .88 (= .81)
	12.	Retirement Living	= .90 (= .65)

* Not Available

Using a sample of salespeople, Cron and Slocum's (1986) tests of internal consistency reliability resulted in Cronbach alphas of .90 for exploration, .83 for establishment, .86 for maintenance, and .84 for disengagement.

Reliability

This instrument was administered twice with two-week intervals to 31 adult students in business and marketing education programs. All are/were involved in training. The instrument was administered twice in order to establish "test-retest reliability." Of thirty-one (31) questionnaires mailed, twenty-five (25) useable responses were received for the analysis. Using the Pearson formula, the correlation coefficient for the test and retest scores was 0.7967.

Validity

Researchers sometimes use measures of low or unknown validity because no better measure is available. To address this issue, the training needs survey was provided for the committee members, all experts in research and training, for their review over a period of two weeks. These experts concurred on the face validity of the instrument. Additional recommendations made were included in the final instrument.

In addition, a post hoc analysis of the internal consistency or concurrent validity of the instrument used in the study was conducted. A Spearman correlation on age versus stage yielded 0.52, age versus length in training was 0.45, and stage versus length in training yielded 0.33.

The Population and Sample for the Study

The population for this study was comprised of 2,000 sales and marketing national members of ASTD as contained in the 1987 membership directory. A random sample of 300 was drawn from the population, using a table of random numbers. The assumption made was that subjects who

received the questionnaires were, because of their membership in the society, seriously involved in sales/marketing training activities. Drawing the data from the membership of the ASTD alone precluded representation of a broader population.

Data Collection

The data were collected by mailing questionnaires to the sample of sales/marketing trainers. Mautz and Neumann (1970) have stated that response rates for mail questionnaires may range from 13 percent to 75 percent. In order to improve the response rate, the design and mailing of the questionnaire was fashioned according to Dillmann (1978). In particular, attention was directed to choosing an easy first question, the logical ordering of questions, formulating the pages, establishing a vertical flow, providing directions for how to answer, and transitioning for continuity. Dillman believes that the inclusion of these methods will increase the number of usable responses.

Other suggestions by Dillman were also employed. The questionnaires were constructed into a booklet format. Each questionnaire was reduced to 78 percent of normal size to allow the questions to fit on a folded 8 by 11 inch sheet of paper. This reduction of the questionnaire print size and construction into a booklet provided a more professional appearance. The respondents might also view the reduced questionnaire as being shorter and, therefore, easier to complete. Finally, print reduction and printing on both sides of the paper lowered postage costs.

Another approach was also adopted. Each questionnaire was printed on colored paper (natural 60lb), which was considered more aesthetically appealing and of higher quality. In addition to two separate mailings of questionnaires to the sample, two follow-up postcards (Appendix F) were sent. The first batch of questionnaires was mailed, followed by a post card a week later. A month later, the second batch of questionnaires was mailed to the respondents, followed by a postcard one week later. Yu and Cooper (1983) have stated that response rates can be increased through repeat mailings.

Response Rate

Of three hundred (300) questionnaires mailed, three percent were returned undeliverable/damaged. The total possible number of respondents was 291. One hundred and forty-nine (51.2 percent) were received for the analysis. Lin, in Rawls and Fatunsin (1985), noted that "a 50 percent response rate is normal for questionnaire surveys and that this return is adequate for drawing inference from the data." Although mail questionnaires are valuable research tools because of efficiency, reach, and anonymity, unfortunately, non-response bias could be an issue of great concern to the researcher.

Four weeks after the mailing of the last follow-up post card, 20 of the non-respondents, which is 14 percent, were randomly selected and called on the phone. Of this sample, four could not be reached or declined to answer and the total possible respondents was 16. Eight of the non-respondents (50 percent) completed the telephone interview.

Although this number was too small for statistical analysis, it does appear that the non-respondents' answers were similar to the respondents'.

Data Analysis

Analysis of data for this research project was carried out using inferential statistics. The initial step was to gather the raw data from the instrument that was administered and then present the information in a manner that gave order to the data (Sellers, 1977). The next step was to categorize sales/marketing trainers into one of the four career stages on the basis of their average score across the 15 questions, closest to a value of three. A three indicates a person's current career stage (Super et al., 1981). Scores were obtained for each career issue by summing the ratings for all items for that issue and calculating a mean score (Slocum & Cron, 1985). Of the fifteen items (questions) associated with each stage, scores were obtained for each career issue by summing the ratings for all items for that issue and calculating a mean score (Slocum & Cron, 1985). The pattern of each sales/marketing trainer to responses also would be examined to ensure that it was consistent with the career-stage framework (Super et al., 1981). According to Super et al. (1981), the first fifteen questions of the 60-items (Career Concern Inventory questions) characterize individuals in the exploration stage, the next fifteen are for individuals in establishment, the next fifteen are for maintenance, and the last fifteen are for individuals in the decline stage.

Research Question One

Is there a relationship between sales and marketing trainers' competencies critical to success and their stage of career development?

A one-way ANOVA was computed using career stage as a grouping variable versus the 31 competencies. Scheffe's test was utilized to compare any possible contrasts. This is a post hoc test, which was necessary in order to investigate all possible contrasts, "not just pair-wise contrasts" (Howell, 1982, p. 303).

Research Question Two

Is there a relationship between sales/marketing trainers' roles and their stage of career development?

A one-way ANOVA was computed using career stage as a grouping variable versus mean percentage of time spent in the 15 key roles identified in the literature review. As in the second question, Scheffe's test was used post hoc for the comparisons.

Research Question Three

Within each of these stages what competencies are more important to each stage--i.e., are some competencies more critical (highly rated) to sales/marketing trainers' success at different stages than others?

Review of available related literature indicated trainers' training needs could be analyzed by assigning a rank order of priority based on the total item score of trainers' competencies. In order to determine critical competencies, Crawford's (1967) ranking procedure to identify "critical tasks" was used. In her study, tasks were rated on a five-point Likert Scale, 5 being "most important;" 1 being "least important." The responses were organized into the following categories: "most

important" (4.50 or over), "very important" (3.50-4.49); "important" (2.50-3.49); "less important" (1.50-2.49); "not important" (1.49 or under).

In this study competencies were rated on a six-point Likert Scale, 6 being "critical to success in current position;" 1 being "unrelated to success in current position." A six-point scale was chosen to reduce the problems of central tendency on scales. To convert Crawford's five-point scale to a six-point scale, a simple conversion was conducted. This yielded the following scale:

Means Value	
5.4 - 6.00	Most Important
4.2 - 5.39	Very Important
3.0 - 4.19	Important
Less than 3.00	Not Important

For example, to convert a score of 4.5 on a five-point scale to a six-point scale, do the following: First, divide 4.5 by 5; next, multiply the result by 6. The resultant equivalent score is 5.4 on a six-point scale.

CHAPTER IV

ANALYSIS OF FINDINGS

The purpose of this study was to investigate the relationship between the training needs of sales/marketing trainers and their career stage. Three specific questions were posited to guide the study:

1. Is there a relationship between sales and marketing trainers' competencies critical to success and their stage of career development?
2. Is there a relationship between sales/marketing trainers' roles and their stage of career development?
3. Within each of these stages what competencies are more important to each stage--i.e., are some competencies more critical (highly rated) to sales/marketing trainers' success at different stages than others?

Several statistical procedures were used to address the questions of the study. These procedures are detailed in Chapter 3.

This chapter presents the results of the study. The first section presents a profile of those who responded to the survey instrument. The

second section presents the findings of the study relative to the three research questions. The third section provides a summary of the findings of this study.

Profile of Respondents

As shown in Table 1, the majority of respondents (89 percent) held at least a baccalaureate degree and an equal percentage of respondents (8.9 percent) held a doctorate or had less than a high school diploma. For those with college degrees, education was the predominant major. Business and other non-specified degrees were the next two most likely degree areas (see Table 2). Non-specified degrees included sociology, biology, arts, psychology, and English literature.

The largest single group of respondents, as shown in Table 4, listed themselves as employed in an industrial or manufacturing firm (21.5 percent) with an equal percentage classifying themselves as employed in "other" types of firms. However, nearly half of the remaining respondents classified themselves as employed in a service-related business (46.4 percent). Of those who listed "other," most of these also reflected employment in service-related firms (e.g., real estate, business services, travel, security, and legal).

Regarding the trainer's experience in training, nearly half (46.9 percent) are new to the profession, having five or fewer years in training (Table 5). Not surprisingly, then, over half (57.7 percent) have been with their present organization five years or less (Table 6). The respondent group spend a good percentage of their time in sales and marketing training (Table 7).

Table 2

Highest Education Level/Degrees Obtained

Level	Frequency	Percent
None	13	8.7
Associate	3	2.0
Bachelor	60	40.3
Masters	59	39.6
Doctorate	13	8.7
Other	1	0.7
Total	149	100

Table 3

Major Area of Highest Degree Held

Major	Frequency	Percent
None	13	8.7
Business	24	16.1
Marketing	5	3.4
Communication	9	6.0
Education	55	36.9
HRD/T & D	8	5.4
Industrial Relations	3	2.0
Other	32	21.4
Total	149	99.9*

* Does not add to 100% due to rounding.

Table 4

Industry/Organization in Which Respondents Work

Industry/Organization	Frequency	Percent
Health Care	6	4.0
Government	3	2.0
Restaurant	1	0.7
Retailing	12	8.1
Industrial/Manufacturing	32	21.5
Utilities	6	4.0
Banking	11	7.4
Consulting	19	12.8
Communication/Public	10	6.7
Insurance	15	10.1
Education	2	1.3
Other	32	21.5
Total	149	100.1*

* Exceeds 100% due to rounding.

Table 5

Years Spent in Training Field

Years	Frequency	Percent
Fewer than 1	9	6.0
1 - 5	61	40.9
6 - 10	43	28.9
11 - 15	8	5.4
16 - 20	16	10.7
21 - 25	11	7.4
Over 25	1	0.7
Total	149	100

Table 6

Years Spent with Present Organization

Years	Frequency	Percent
Fewer than 1	10	6.7
1 - 5	76	51.0
6 - 10	21	14.1
11 - 15	11	7.4
16 - 20	7	4.7
21 - 25	12	8.1
Over 25	12	8.1
Total	149	100.1*

* Exceeds 100% due to rounding.

Table 7

Percentage of Time Spent in Sales Activities

Time (%)	Frequency	Percent
None	20	13.4
Less than 25	49	32.9
25 - 49	25	16.8
50 - 74	27	18.1
Over 75	28	18.8
Total	149	100

Table 8

Gender of Respondents

Sex	Frequency	Percent
Male	91	61.1
Female	58	38.9
Total	149	100

On a personal level, the respondents were more likely to be male (Table 8) and under the age of 45 (Table 9).

The profile of the respondents that emerges in this study shows that they are a mostly male group who spend at least half of their time in sales and marketing training. Nearly half of them are relatively new to training, have been employed fewer than five years in the field, and have been with their present firm five years or less.

Table 9

Age Range of Respondents by Stage

	Stage				
Range (yr)	I	II	III	IV	Total
20-30	11	18	4	--	33
31-45	3	25	21	17	66
46-65	--	10	19	21	50
Over 65	--	--	--	--	--
Total	14	53	44	38	149

As shown in Table 9, the largest group of respondents were in Stage II (Establishment). When combined with those in Stages III and IV, 90.6 percent of the respondents were accounted for. This data does not support Stumpf and Rabinowitz (1981) who reported the majority of workers to be in Stages I-III. This might be a result of the general career path of sales trainers that has them enter training after previous work experience, i.e. in sales and marketing.

Findings of the Study

This section reports the specific findings of the study relative to the three research questions developed to guide the study.

Research Question One

The first question of the study was: "Is there a relationship between sales and marketing trainers' competencies critical to success and their stage of career development?" This question was analyzed using the one-way analysis of variance (ANOVA) procedure and by using a Scheffe post hoc contrast procedure.

The complete results of the analysis are shown in Appendix A. These data suggest there is a relationship between a sales/marketing trainer's stage of career development and competencies critical to that stage. Specifically, twelve of the thirty-one competencies in the survey were found to differ significantly ($p \leq .10$) between stages (Table 10).

Using the Scheffe procedure, these data show that trainers in Stage I (Exploration) identified intellectual versatility and records management as more critical to success than did trainers in Stage IV. Similarly, delegation competencies were identified as more critical to success in Stage I than in Stage II (Establishment); facilities competencies were more critical to Table 10 success in Stage I than in Stage III (Maintenance). Competence in performance observation was considered more critical to success in Stage I than in Stage II or Stage III. Competence in competency identification was more critical to success in Stage I than in any of the other stages.

Table 10

Competencies Significantly Different Among Career Stages

Roles	Stage Means				ANOVA Summary			Stage Different
	I	II	III	IV	SS	MS	F	
Adult Learning Understanding	4.50	4.81	5.20	5.18	8.51	2.84	2.28*	3,4 vs 2,1
Career Development Knowledge	3.21	3.51	3.98	3.45	9.66	3.22	2.41*	3 vs 2,4,1
Competency Identification	5.14	3.77	4.32	3.82	25.93	8.64	5.64***	1 vs 4,3,2
Cost Benefit Analysis	4.07	3.60	4.27	3.03	34.10	11.37	6.89***	3,1 vs 4
Counseling Skill	4.42	3.92	4.18	4.74	15.27	2.09	2.52*	4 vs 3,2,1
Delegation Skill	4.79	3.70	4.57	4.21	24.10	8.03	4.50***	1 vs 2
Facilities Skill	5.14	4.13	4.09	4.50	14.87	4.96	2.67**	1 vs 3
Feedback Skill	5.00	5.04	5.43	4.95	5.96	1.99	2.43*	3 vs 2,1,4
Futuring Skill	4.36	3.92	4.57	4.11	10.67	3.56	2.61*	3 vs 4,2,1
Intellectual Versatility	5.43	4.81	5.00	4.87	7.71	2.57	2.23*	1 vs 4
Performance Observation Skill	5.07	4.21	3.91	4.71	21.79	7.26	4.40***	1 vs 2,3
Records Management Skill	4.36	3.64	3.70	3.13	16.93	5.64	2.50*	1 vs 4

Level of Significance
* = $p<.1$.
** = $p<.05$.
*** = $p<.01$.

For those trainers in Stage III (Maintenance), career development knowledge was more critical to success than at other stages. Also, feedback skill was more critical to success than for trainers in other stages, as was skill in futuring.

Trainers in Stage IV (Decline) indicated that the ability to conduct cost-benefit analysis was less critical to success than did trainers in Stages I and III. However, they identified counseling skills as more critical to success than did trainers in any of the other stages. Understanding adult learning was considered more critical to success for trainers in Stage III and Stage IV than for trainers in Stage I or II.

These data further provided evidence for differences in training needs between stages of career development. Of all the twelve competencies that were found to differentiate between stages of career development, six were associated with Stage I (Exploration) as compared to one or/more other stages of career development. These data are congruent with the finding reported by Rabinowitz and Hall (1981) when they noted a remarkable difference between a person's early career stage and mid-career or late career stages. This difference was found in the relationship between job characteristics (variety, task identity, etc.) and job involvement. While these authors used different terminology than that proposed by Super (1957) and that used in current study, their data supports Super's model.

Research Question Two

The second question of the study was, "Is there a relationship between sales/marketing trainers' roles as defined by ASTD and their stages of career development?" This question was analyzed using a one-

way analysis of variance (ANOVA) procedure and a Scheffe post hoc contrast procedure.

The complete results of the ANOVA are shown in Appendix C. These data suggest there is a relationship between a sales/marketing trainer's stage of career development and roles assumed by the trainer. Specifically, time spent in four of the fifteen roles was significantly different across stages of career development (Table 11).

These data show that sales/marketing trainers in Stage I (Exploration) spent more time in the role of evaluator and performing needs analyses than those in Stage IV (Decline). However, sales/marketing trainers in the exploration stage spent less time managing training and development than did trainers in Stage III (Maintenance). At Stage IV (Decline) sales/marketing trainers devoted substantially more time to their role as program administrator as compared with trainers in Stage III (Maintenance).

In conducting this analysis, it was found that the time spent performing many of the roles was quite low. For example trainers indicated they spent less than two percent of their time in 17 (26 percent) of the 64 stage by role cells (Appendix B). Interestingly, the mean reported time spent conducting needs assessments was less than five percent for all career stages except Exploration (Stage I) where the mean reported time was about seven percent. Teaching, managing, and administration showed the highest mean reported percentages across the stages.

Table 11

Roles Significantly Different Among Career Stages

Roles	Mean Percentage Time Per Stage				ANOVA Summary			
	I	II	III	IV	SS	MS	F	Stage Different
Evaluation	6.86	3.59	3.37	1.92	252.31	84.10	3.15**	1 vs 4
Management	10.64	12.83	24.09	15.63	3754.06	1251.35	3.00**	3 vs 1
Needs Analysis	6.93	3.43	4.91	1.76	355.79	118.60	3.73**	1 vs 4
Administration	12.64	14.15	4.30	18.82	4615.71	1538.57	3.96***	4 vs 3

Level of Significance
** = $p<.05$.
*** = $p<.01$.

These findings provide additional support for the differentiation of sales/marketing trainers by career stage. Similar to the findings of differences in competencies critical to success, there is also evidence of different role behaviors between different stages of career development. Again half of the differences found were associated with Stage I (Exploration).

Research Question Three

The third question of the study was, "Within each of these stages, what competencies are more important to each stage--i.e., are some competencies more critical (highly rated) to sales/marketing trainers' success at one stage than at others?" As discussed in Chapter III, the criticality of competencies to sales/marketing trainers' success at different stages of career development was defined by levels of importance.

The adaptation of Crawford's (1967) five-point scale yielded the following levels of importance.

Mean Value	
5.40 - 6.00	Most Important to Success
4.20 - 5.39	Very Important to Success
3.00 - 4.19	Important to Success
Less than 3.00	Not Important to Success

As shown in Table 12, the two competencies that are most important to success at the Exploration stage are presentation skill and intellectual versatility. Twenty-two other competencies were considered very important to success at the exploration stage. Only research skill was considered not important to success at the exploration stage.

Table 12

Ranking of Competencies at the Exploration Stage

Rank Order of Priority	Competency	Mean Score
	Most Important (5.40 - 6.00)	
1	Presentation Skill	5.93
2	Intellectual Versatility	5.43
	Very Important (4.20 - 5.39)	
3	Writing Skill	5.36
4	Questioning Skill	5.21
4	Relationship Versatility	5.21
5	Competency Identification Skill	5.14
5	Facilities Skill	5.14
5	Industry Understanding	5.14
5	Organizational Understanding	5.14
6	Performance Observation Skill	5.07
6	T & D Field Understanding	5.07
7	Feedback Skill	5.00
7	Objective Preparation Skill	5.00
8	Group Process Skill	4.86
9	Delegation Skill	4.79
9	Negotiation Skill	4.79
10	Organizational Behavior Understanding	4.79
11	T & Technique Understanding	4.64
12	Adult Learning Understanding	4.50
13	Counseling Skill	4.42
14	Futuring Skill	4.36
14	Records Management Skill	4.36
15	Library Skill	4.29
15	Personnel/HR Field Understanding	4.29
	Important (3.00 - 4.19)	
16	Computer Competence	4.07
16	Cost-Benefit Analysis	4.07
17	A/V Skill	4.00
17	Data Reduction Skill	4.00
18	Career Development Knowledge	3.21
18	Model Building Skill	3.21
	Not Important (Less than 3.00)	
19	Research Skill	2.86

At the establishment stage (Stage II), presentation skill was the only competency judged to be most important to success for sales/ marketing trainers (Table 13). Another 15 competencies were very important to success, while an equal number, 15, were considered important to success for sales and marketing trainers in Stage II of career development.

Two competencies were considered most important to success at the maintenance stage for sales and marketing trainers (Table 14). These were presentation skill and feedback skill. Next were 17 competencies that were very important and 12 that were important to success in the maintenance stage respectively. All of the 31 competencies were considered to be important at the maintenance stage.

Again, at the decline stage, presentation skill was considered most important to success for sales and marketing trainers (Table 15). Adult learning and understanding topped the list of competencies that were very important to success at the decline stage. Only 11 competencies were important to success for sales and marketing trainers at the decline stage. A summary of the mean levels of importance of competencies across the four stages is presented in Table 16.

Table 13

Ranking of Competencies at the Establishment Stage

Rank Order of Priority	Competency	Mean Score
	Most Important (5.40 - 6.00)	
1	Presentation Skill	5.57
	Very Important (4.20 - 5.39)	
2	Writing Skill	5.36
3	Feedback Skill	5.04
4	T & D Technique Understanding	5.02
5	Questioning Skill	4.96
6	Relationship Versatility	4.87
7	Adult Learning Understanding	4.81
7	Intellectual Versatility	4.81
8	Organizational Behavior Understanding	4.79
9	Group Process Skill	4.67
9	Organizational Understanding	4.67
9	Industry Understanding	4.52
9	Objective Preparation Skill	4.52
10	T & D Field Understanding	4.38
11	Negotiation Skill	4.36
12	Performance Observation Skill	4.21
	Important (3.00 - 4.19)	
13	Facilities Skill	4.13
14	Personnel/HR Field Understanding	3.96
15	Counseling Skill	3.92
15	Futuring Skill	3.92
16	Competence Identification Skill	3.77
17	Library Skill	3.75
18	Delegation Skill	3.70
19	Records Management Skill	3.64
20	A/V Skill	3.62
21	Cost-Benefit Analysis Skill	3.60
22	Research Skill	3.57
23	Career Development Knowledge	3.51
24	Model Building Skill	3.43
25	Computer Competence	3.21
26	Data Reduction Skill	3.19

Table 14

Ranking of Competencies at the Maintenance Stage

Rank Order of Priority	Competency	Mean Score
	Most Important (5.40 - 6.00)	
1	Presentation Skill	5.61
2	Feedback Skill	5.43
	Very Important (4.20 - 5.39)	
3	Questioning Skill	5.32
3	Writing Skill	5.32
4	Adult Learning Understanding	5.20
5	T & D Technique Understanding	5.14
6	Organizational Understanding	5.05
6	Relationship Versatility	5.05
7	Intellectual Versatility	5.00
8	Objective Preparation Skill	4.98
9	Industry Understanding	4.89
10	Group Process Skill	4.84
11	Negotiation Skill	4.75
12	Organizational Behavior Understanding	4.68
13	T & D Field Understanding	4.61
14	Delegation Skill	4.57
14	Futuring Skill	4.57
15	Competence Identification Skill	4.32
16	Cost-Benefit Analysis Skill	4.27
	Important (3.00 - 4.19)	
17	Counseling Skill	4.18
18	Facilities Skill	4.09
19	Career Development Knowledge	3.98
20	A/V Skill	3.95
21	Performance Observation Skill	3.91
22	Personnel/HR Field Understanding	3.86
23	Library Skill	3.80
24	Model Building Skill	3.73
25	Records Management Skill	3.70
26	Data Reduction Skill	3.68
27	Computer Competence	3.57
27	Research Skill	

Table 15

Ranking of Competencies at the Decline Stage

Rank Order of Priority	Competency	Mean Score
	Most Important (5.40 - 6.00)	
1	Presentation Skill	5.42
	Very Important (4.20 - 5.39)	
2	Adult Learning Understanding	5.18
3	Organizational Understanding	5.16
4	Relationship Versatility	5.05
5	Writing Skill	5.03
6	Group Process Skill	4.97
6	Objective Preparation Skill	4.97
6	Organizational Behavior Understanding	4.97
6	Questioning Skill	4.97
7	Feedback Skill	4.95
8	Intellectual Versatility	4.87
8	T & D Field Understanding	4.87
9	Counseling Skill	4.74
10	Performance Observation Skill	4.71
11	T & D Technique Understanding	4.68
12	Negotiation Skill	4.66
13	Facilities Skill	4.50
14	Industry Understanding	4.47
15	Personnel/HR Field Understanding	4.34
16	Delegation Skill	4.21
	Important (3.00 - 4.19)	
17	Futuring Skill	4.11
18	Competence Identification Skill	3.82
19	Library Skill	3.71
20	Model Building Skill	3.55
21	Career Development Knowledge	3.45
22	Data Reduction Skill	3.39
23	A/V Skill	3.34
24	Computer Competence	3.32
25	Records Management Skill	3.13
26	Cost-Benefit Analysis Skill	3.03
27	Research Skill	3.02

Table 16

Competency Means and Levels of Importance in 4 Stages

Competency	Stages I	II	III	IV
Adult Learning Understanding	4.50**	4.81**	5.20**	5.18**
A/V Skill	4.00*	3.62*	3.95*	3.34*
Career Development Knowledge	3.21*	3.51*	3.98*	3.45*
Competency Identification Skill	5.14**	3.77*	4.32**	3.82*
Computer Competence	4.07*	3.21*	3.57*	3.32*
Cost Benefit Analysis Skill	4.07*	3.60*	4.27**	3.03*
Counseling Skill	4.42**	3.92*	4.18*	4.74**
Data Reduction Skill	4.00*	3.19*	3.68*	3.39*
Delegation Skill	4.79**	3.70*	4.57**	4.21**
Facilities Skill	5.14**	4.13*	4.09*	4.50**
Feedback Skill	5.00**	5.04**	5.43***	4.95**
Futuring Skill	4.36**	3.92*	4.57**	4.11*
Group Process Skill	4.86**	4.67**	4.84**	4.97**
Industry Understanding	5.14**	4.52**	4.89**	4.47**
Intellectual Versatility	5.43***	4.81**	5.00**	4.87**
Library Skill	4.29**	3.75*	3.80*	3.71*
Model Building Skill	3.21*	3.43*	3.73*	3.55*
Negotiation Skill	4.79**	4.36**	4.75**	4.66**
Objective Preparation Skill	5.00**	4.52**	4.98**	4.97**
Organizational Behavior Understanding	4.79**	4.79**	4.68**	4.97**
Organizational Understanding	5.14**	4.67**	5.05**	3.16*
Performance Observation Skill	5.07**	4.21**	3.91*	4.71**
Personnel/HR Field Understanding	4.29**	3.96*	3.86*	4.34**
Presentation Skill	5.93***	5.57***	5.61***	5.42***
Questioning Skill	5.21**	4.96**	5.32**	4.97**
Records Management Skill	4.36**	3.64*	3.70*	3.13*
Relationship Versatility	5.21**	4.87**	5.05**	5.05**
Research Skills	2.86	3.57*	3.57*	3.02*
T & D Field Understanding	5.07**	4.38**	4.61**	4.87**
T & D Technique Understanding	4.64**	5.02**	5.14**	4.68**
Writing Skill	5.36**	5.36**	5.32**	5.03**

*** Most Important to Success (5.40 - 6.00)
** Very Important to Success (4.20 - 5.39)
* Important to Success (3.00 - 4.19)

These findings show that the ability to present training is critical to success at all stages of career development. Within each stage of career development, the remaining 30 competencies were all considered at least important (mean=3.0 or better) to success as a sales/marketing trainer except for research at the exploration stage. Of all the 30 competencies, twelve were statistically significant at one stage or the other, and about eighteen were closely rated across the four stages. These closely rated competencies could be considered common cores for all sales/marketing trainers across stages.

However, certain patterns emerge that show consistently higher or lower ratings of specific competencies within stages. For example, writing skill, questioning skill, relationship versatility, and intellectual versatility were four competencies consistently ranked in the top ten at each stage. At the same time, career development knowledge, model building skill, research skill, data reduction skill, and computer competence were consistently ranked in the bottom five or ten. While there were not significant differences, the rankings do suggest priorities in developing training programs for sales/marketing trainers.

Summary

This chapter contains the findings of the study conducted to determine the influence of the career stage on the training needs of sales/marketing trainers. The profile of the respondents showed that they were similar to the profile of all trainers as reported in Training (1983: pp. 93-112). In the present study, most of the respondents were male, had at least a bachelors degree, with a substantial percentage

holding their degrees in education. A majority of the sales/marketing trainers have a tenure of fewer than eleven years in their training career.

These data support the relationship between competencies and roles and stages of career development. Nearly 40 percent of the competencies identified by ASTD (McLagan, 1983) proved to be significantly different between two or more stages. Approximately twenty-five percent of the ASTD identified roles also proved to be significantly different between two or more stages in terms of reported time spent performing the role.

Within stages of career development, 31 competencies identified by ASTD (McLagan, 1983) were critical to success for sales/marketing trainers, with the exception of research skill at the exploration (Stage I). While presentation skill tops the list of competencies critical to success for sales/marketing trainers in all four stages, 18 others were considered common competencies in two or more stages.

In conclusion, there is evidence of relationships between what competencies sales/marketing trainers perceived as critical to success at different stages of career development. The data indicated evidence of different role responsibilities between stages. And the findings suggest a common core of training needs--competencies critical to success--for sales/marketing trainers within stages of career development.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The possible relationship between the training needs of sales/marketing trainers and their career stages was investigated in this study. The data were collected from a random sample of sales and marketing trainers using the national membership list of the American Society for Training and Development (ASTD). Training needs and training roles were assessed using the McLagan (1983) studies. The trainers' career stages were determined by using the Adult Career Concern Inventory (Super et al. 1985).

Generally, it is assumed that individuals could become sales/marketing trainers because of their exceptional performances as salespersons. If so, then it is not uncommon for sales/marketing trainers to train/instruct in topics in which they had not previously received training/instruction. While business or related discipline areas may, or may not, represent adequate background and preparation for performing in a technical area, such as sales, technical backgrounds are not adequate for preparing individuals to serve as training instructors. The training instructors should possess some in-depth knowledge of educational practices and learning theory. Lusterman (1985) noted that an increase in the proportion of employees in all major job categories--senior or upper-middle management, middle management, first-line supervision--are now more involved each year in "formal training" than

similar employees were five years ago. The focus on training needs of sales/marketing trainers and their career stages tested the career stage theory which contends that wants and needs in a job depend on a person's particular career situation. The results of this study can be a tool to aid educators, as well as to assist business organizations as they develop sales training curricula. The findings of this study could also be used to validate the McLagan (1983) studies for sales/marketing trainers.

This chapter begins with a review of the statement of the problem and the research questions. Next, the procedures used in the study are summarized. Then the findings reported in Chapter IV are summarized and discussed in the context of related research. Conclusions are drawn from these findings, and, finally, recommendations for future research are made.

Statement of the Problem and Research Questions

Colleges and universities comprise only a portion of the educational entities in the United States. The resource commitment outside traditional education is estimated to be about "$30 billion or half of the estimated $65 billion spent in 1980 for traditional higher education" (Craig & Evans, 1981, p. 29). Businesses and industries invest billions of dollars in employee training to meet economic and social demands. Much of this is in sales/marketing training. As Lee (1987) found, American organizations budgeted $32 billion for training in 1987, with expectations that 38.8 million workers would receive 1.2

billion hours of training. Much of this, he noted, was for sales/marketing training. "Of all organizations with 50 or more employees 32.7 percent would provide training of some type for salespeople during 1987" (page 51).

In academic research, increased attention has been focused on how people change over time and how such change affects their job performance (Hall & Mansfield, 1975; Mount, 1984). Cron and Slocum (1986) investigated the influence of career stages on salespeople's job attitudes, work perceptions, and performance and found that salespeople's career stages are related to their job attitudes, work perceptions, and performance. Other investigators have examined how individuals' work-related perceptions and attitudes vary across career stages (Slocum, Jr. & Cron, 1985; Stumpf & Rabinowitz, 1981). However, there is a lack of information on the relationship between sales/marketing trainers' careers and the changing patterns of developmental tasks, activities, values, and training needs which emerge as they mature in their jobs. As employee training becomes a more important factor in the industrial enterprise, trainers' training needs should not be neglected, as they may differ from one career stage to another. This leads to the central question of this study: Is there a relationship between perceived training needs of sales/marketing trainers and stages of career development?

Specifically, the sub-problems of the study elicited the following questions:

1. Is there a relationship between sales and marketing trainers' competencies and their stages of career development?

2. Is there a relationship between sales/marketing trainers' roles as defined by ASTD and their stages of career development?
3. Within each of these stages, what competencies are most important--i.e., are some competencies more critical (highly rated) to sales/marketing trainers' successes at certain stages than at others?

Research Procedures

The population for this study was comprised of 2,000 sales and marketing national members of American Society for Training and Development (ASTD) as designated in the 1987 membership directory. A random sample of 300 was drawn from the population using a table of random numbers. Out of 300 questionnaires mailed out, 9 were returned undelivered/damaged. Consequently, the total possible number of respondents was 291. One hundred and forty-nine questionnaires (51.2 percent) were received for the analysis. Lin, in Rawls and Fatunsin (1985), noted that "a 50 percent response rate is normal for questionnaire surveys and that this return is adequate for drawing inference from the data." Although a 51.2 percent response rate was achieved for this study, a follow-up of non-respondents was pursued, and it appears that both groups were distributed similarly within career stages.

The returned questionnaires were coded and keyed into a micro computer. The data were off-loaded into the University of Minnesota (main frame) computing system for analysis: the two programs used for the analysis were SPSS-X and SAS. In order to answer the questions

posed in this study, several statistical procedures were used. These included (a) the analysis of variance (ANOVA) and (b) Scheffe for questions one and two. A ranking procedure was used to answer the third research question.

Summary of the Findings and Discussion

This section contains the summary of the findings. Each of the three research questions is paraphrased, followed by a brief discussion of the findings and supporting evidence from the literature review.

Research Question One

This question addressed the relationship between sales and marketing trainers' competencies and their stages of career development. The complete results of the analysis are shown in Appendix A. A graphic summary is presented in Figure 5-I. These data suggest there is a relationship between a sales/marketing trainer's stage of career development and competencies critical to that stage. There is support for the theory that as individuals progress through distinctive stages in their organizational career, distinct developmental training needs emerge for the individual at each stage (Schein, 1978; Hall, 1976; Feldman, 1976 and Cron, 1984).

The trainers in Stage I (Exploration) identified competency identification skills, cost-benefit analysis, delegation skills, facilities skills, intellectual versatility, performance observation skills, and records management skills as more critical to success in Stage I than in any other stage of career development. It was not a

surprise to see seven of the twelve competencies statistically significant at the exploration stage because these trainers need to know all that may be involved in the new career. Hall and Nougaim (1968) described it well, stating that people are trying to establish themselves in a job that may interest them. Sales and marketing trainers, at this stage, try to match their talents with those required by the job and/or organization. Cron and Slocum, Jr. (1986) referred to this process as a time of establishing an initial professional self-image.

At Stage II (Establishment), cost-benefit analysis, facilities skills, industry understanding, and records management skills did not differ significantly from Stage I (Exploration). This was the second stage of Super's model (1957), as well as the Cron (1984) and Cron and Slocum, Jr. (1986) models. This stage was considered to comprise a major portion of an individual's early organizational socialization process (Feldman, 1976; Katz, 1980). Gould (1978) suggested that the establishment stage involves the creative years and qualified it as the stabilization stage. To sales and marketing trainers in the establishment stage, the career pattern now becomes clearer, and effort is put forth to secure a firm foothold in the career. The fact that only four of the twelve competencies were common to Stages I and II supports Slocum, Jr. and Cron's (1986) notion that most people have learned the fundamental requirements for their jobs and can then use those skills to attain superior personal success.

For those trainers in Stage III (Maintenance), career development knowledge, feedback skills, and skills in futuring were more critical to

success than for trainers in other stages. Like trainers in Stage I, cost-benefit analysis was more critical to success in Stage III than Stage IV (Decline). Understanding adult learning was considered more critical to success for trainers in Stage III and Stage IV than for trainers in Stages I or II.

Career development is essential in Stage III because emphasis now shifts to maintaining what one has achieved (Super et al., 1957). Slocum, Jr. and Cron (1985) agreed with Super that sales and marketing trainers were well settled in their life cycle and career pattern. Sales and marketing trainers may be reluctant to move between companies for family and professional reasons. They are concerned with doing something new (McGill, 1980), so futuring skills and industry understanding would be an advantage. The greater concern for peer and professional relationships may manifest itself in the form of helping others grow, and that requires an understanding of adult learning. The type of relationship often mentioned here was called a "mentoring relationship" (Stumpf and Rabinowitz, 1981). This relationship serves to strengthen the organization and allow one to continue one's work. In addition, records management and cost-benefit analysis are valuable at this stage for sales and marketing trainers. Buchanan (1974) summarized the challenges for persons in the maintenance stage by noting that maintaining an acceptable level of performance and maturation in the face of a more realistic set of present and future reward expectations is a challenge.

The sales and marketing trainers at the decline stage considered counseling skills and the understanding of adult learning as more important to their career than did trainers in other stages. Sales and

marketing trainers at the decline stage can serve as models for others in the organization. Most of the employees/subordinates will look up to them for advice about the organization and their jobs. Thus, counseling and understanding of adult learning would be appropriate in that career stage. Delegation skills were significantly different in Stage I and Stage II, but they were not different in Stages III and IV. This skill would be very helpful because people at the decline stage might encourage their subordinates to get acquainted with their roles. Super (1957) described the delegation process as a means of escape from a frustrating job and a possible reward for a lifetime of hard work.

Research Question Two

Research question two addressed the relationship between sales/marketing trainers' roles as defined by ASTD and their stages of career development. The complete results of the ANOVA are shown in Appendix C. Table 11 suggests that there is a relationship between a sales/marketing trainer's stage of career development and roles assumed by the trainer. Specifically, time actually spent in four of the fifteen roles was significantly different across the stages of career development. These data provide modest support for the career stage theory which indicates that individuals progress through distinctive stages in their organizational careers, and each stage has distinct developmental needs for the individuals.

These data show that sales/marketing trainers in Stage I (Exploration) spend more time evaluating programs and performing needs analyses than those in Stage IV (Decline). These findings provide

additional support for the differentiation of sales/marketing trainers by career stage. Similar to the findings that differences in competencies are critical to success, there is also evidence of different role behavior among the different stages of career development. For example, sales and marketing trainers at the exploration stage are trying to match their own talents with those required by the job and/or organization, while those at the decline stage tend to allow subordinates to get acquainted with their roles. The results of this study also suggest that sales/marketing trainers in the exploration stage spent significantly less time managing training and development than did trainers in Stage III (Maintenance). The effort of sales and marketing trainers in the maintenance stage shifts to maintaining what has been achieved. They are reluctant to move from one company to another because of family or professional reasons. On the other hand, those in the exploration stage are in a trial period. They are not as concerned about managing programs alone as they are about getting involved in every job role. If the matching process of talent fails to comply with job expectations, then it is not difficult to quit the organization in search of a "better deal."

At Stage IV (Decline), sales/marketing trainers devoted substantially more time to their roles as program administrators than did the trainers in Stage III (Maintenance). The years of experience in a chosen career or series of jobs was an indication of the significant difference between the two stages, although it is difficult to differentiate between administration and management. This is one of the weaknesses in the definition of the fifteen roles (McLagan, 1983).

In conducting this analysis, it was found that the time spent performing many of the roles was quite low. For example, trainers indicated they spent less than two percent of their time in 17 (26 percent) of the 64 Stage by Role cells (see matrix in Appendix B). Interestingly, the mean reported time spent conducting needs assessments, arguably a critical aspect of training program development, was less than five percent for all career stages except Stage I (Exploration) where the mean reported time was about seven percent.

Moreover, this study found no direct link or relationship between the 31 competencies and the fifteen roles identified by the ASTD study (McLagan, 1983). In the review of the literature, there is no agreement on the definition of what trainers' roles should be. While this study used the 15 roles identified by McLagan (1983), there are other less complex models. Chalofsky and Cerio (1975) and Jorz and Richards (1977) reported that trainers performed one or more of these four roles: (1) Learning Specialist, (2) Administrator, (3) Consultant, and (4) Program Manager. Nadler (1970, 1984) defined three major roles of the trainer as (1) Learning/Teaching Specialist, (2) Manager of HRD, and (3) Consultant. Only four of the roles defined for this study were statistically significant at one stage or the other. That is, differential amounts of time were devoted to the performance of the roles across stages. These roles included trainers involved in (1) evaluation, (2) needs analysis, (3) managing, and (4) administration. Perhaps a less complex model of trainers' roles would have yielded better discrimination among stages.

Research Question Three

This question sought to identify those competencies that are more important to each stage--i.e., the competencies that are critical (highly rated) to success for sales and marketing trainers at different stages.

The criticality of competencies to sales and marketing trainers' success at different stages was defined by levels of importance:

Mean Value	
5.40 - 6.00	Most Important to Success
4.20 - 5.39	Very Important to Success
3.00 - 4.19	Important to Success
Less than 3.00	Not Important to Success

A summary of the mean levels of importance of competencies across the four stages is presented in Table 16. The results in Tables 12 to 15 clearly show that some competencies are critical to success for sales and marketing trainers at one stage or the other. However, certain patterns emerge that show consistently higher or lower ratings of specific competencies within stages. Of all the 31 competencies, twelve were statistically significant at one stage or another and about eighteen were closely rated across the four stages (Figure 5-2). These competencies could be regarded as "core experiences" for sales and marketing trainers in all four career stages.

In all four stages, "Presentation Skills" ranked first as the most important competency critical for success for sales and marketing trainers. It is not surprising that presentation skills topped the list

of critical competencies of sales and marketing trainers across the four stages. Many of the fundamentals required for success in their personal lives require presentation skills, such as the approach, presentation, handling objections, and closing and follow-up (Stanton & Buskirk, 1983). Some of the techniques for presenting the material in sales training programs which have proven to be effective are lectures, discussion, demonstrations, role playing, videotapes, and case studies. All draw heavily on presentation skills.

Tables 12 to 15 provide the rank order of priority, as well as the mean scores of the competencies across the four stages. This ranking procedure allows the user of the study to set priorities for the design of training programs for sales and marketing trainers. Table 16 provides a quick cross-stage comparison of the relative importance of each competency within stages as perceived by the respondents. All 31 competencies, except for research skills at the exploration stage, were considered to be at least important to career success in sales and marketing training. Research skills were ranked at or near the bottom in the other three stages, as well. Research is a means of gathering information in order to make a decision. Research skills may have been ranked very low because of the mystique of research as a process that draws heavily on statistical analysis, which may be complicated at times.

A close look at Table 16 shows the differences that exist among stages. In addition to the explanation offered in questions one and two, industry understanding was rated more highly in the exploration stage than in any of the other stages. Again, this points out the importance of company information to new employees of any organization.

This suggests there is a need for organizations to ensure that new trainers are provided with an adequate level of information concerning the firm and the industry for them to function well in their new position. It could be viewed as a type of induction training for trainers.

Table 17

Pattern of Differences in Training Needs for Sales/Marketing Trainers Across Career Stages

STAGES	Competencies Statistically Different	
Exploration (Stage I)	Competency Identification	(Stages II, III, IV)*
	Cost-Benefit Analysis	(Stage IV)
	Delegation Skill	(Stage II)
	Facilities Skill	(Stage III)
	Intellectual Versatility	(Stage IV)
	Performance Observation	(Stages II, III)
	Records Mangement	(Stage IV)
Establishment (Stage II)	None	None
Maintenance (Stage III)	Adult Learning	(Stage I, II)
	Career Development	(Stages II, III, IV)
	Cost-Benefit Analysis	(Stage IV)
	Feedback Skill	(Stages I, II, IV)
	Futuring Skill	(Stages I, II, IV)
Decline (Stage IV)	Adult Learning	(Stages I, II)
	Counseling Skill	(Stages I, II, III)

*( ) Indicates stage(s) at which the competency was ranked significantly lower ($p \leq .1$).

Table 18

Suggested Core Competencies for Sales/Marketing Trainers

High Need	Medium Need	Low Need
Presentation Skill	Objective Preparation	A/V Skill
Writing Skill	Intellectual Versatility	Understanding of Career Development
Relationship Versatility	Adult Learning Understanding	Computer Competence
	Questioning Skill	Data Reduction Skill
	Understanding of T&D	Library Skill
	Understanding of T&D Technique	Model Building Skill
	Understanding of Organization Behavior	Understanding of Personnel/HR Field
	Negotiation Skill	Research Skills
	Industry Understanding	
	Group Process Skill	
	Futuring Skill	
	Feedback Skill	

Conclusions

The findings of this study support the following conclusions:

1. There is evidence of relationships between the competencies that sales/marketing trainers perceived as critical to success and their stage of career development (Table 17). The data indicated evidence of different role responsibilites between stages. Consequently, the findings support the conclusion that there is a relationship between the training needs of sales and marketing trainers and their career stage. This is congruent with the career stage theory that suggests that needs/wants are different from one stage of career development to the other.
2. The findings also suggest a common core of training needs for sales/marketing trainers within stages of career development (Table 18). While all but one are considered important, the relative importance varies between stages. So the study supports the concept of a body of knowledge which is common to all and which forms the nucleus of a training program for sales/marketing trainers.
3. The 31 competencies identified in the ASTD study for sales/marketing trainers (McLagan, 1983) are critical to success for sales and marketing trainers in all the four stages except for research skills at the exploration stage. While this study validates the ASTD study (McLagan, 1983), there is no evidence to support a direct link and/or a relationship between the 31 competencies and the fifteen roles identified by the ASTD study. This is one of the weaknesses in the ASTD's fifteen roles.

Recommendations

The conclusions of this study have many implications for educators, as well as for businesses and industries that conduct training programs for trainers in sales and marketing.

1. Educators, curriculum planners, and advisory committee members for sales training programs should carefully examine the findings of the study and make appropriate curriculum decisions. For example, emphasis on sales/marketing training programs for trainers should focus on activities that will help the learners develop those competencies considered critical to success in their stage of career development (see Table 17).
2. Those competencies that were agreed upon as being common or "core experiences" and that had high mean scores should be viewed as essential when planning training programs for sales trainers or potential sales trainers (See Table 18).
3. Institutions or businesses which conduct training for profit or for their employees should consider their employees' stages of career development, as these may influence the training needs of the trainees for sales/marketing trainers. For sales and marketing trainers identified as explorers, such programs should emphasize identification skills, facilities skills, performance observation skills, delegation skills, counseling skills, and records management skills, in addition to the core competencies.

For individuals in the establishment stage, training programs should emphasize intellectual versatility, facilities skills, cost-benefit analysis skills, and records management, in addition to the core competencies. Training programs for sales/marketing trainers in the maintenance stage should emphasize understanding of adult learning, futuring skills, delegation skills, cost-benefit analysis, career development understanding, feedback skills, intellectual versatility, and records management skills. Finally, training programs targeted to sales/marketing trainers in the decline stage should emphasize counseling skills, performance observation skills, facilities skills, delegation skills, and understanding of adult learning.

Recommendations for future research based on the findings include the following:

1. Research should examine the link between the roles as identified by the ASTD study and the trainers' competencies.
2. Future studies should attempt both to overcome the limitations of this study (see Chapter I) and to examine other issues that may affect training needs, such as stages of organization and size of the organization in terms of the number of employees.
3. Validation of ASTD studies (McLagan, 1983) should be examined with categories of trainers in mind other than sales/marketing trainers.

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THE INFLUENCE OF CAREER STAGE ON THE TRAINING NEEDS OF SALES AND MARKETING TRAINERS

By

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ABSTRACT

The purpose of the study was to investigate the relationship between the training needs of sales/marketing trainers and their career stages. The career stage theorists indicate that what one wants and needs from a job will depend on the person's particular career situation--that is, the jobs they have held, their current position, and the direction in which they are moving. There is a lack of empirical information on the relationship between a sales/marketing trainer's training needs and the changing patterns of developmental tasks and roles that emerge as he/she matures in a career. The specific questions of the study were: (a) Is there a relationship between sales/marketing trainers' competencies critical to success and their stages of career development? (b) Is there a relationship between sales/marketing trainers' roles and their stages of career development? (c) Within each of these stages, what competencies are more important to each stage--that is, are some competencies more critical to sales/ marketing trainers' success at certain stages than at others?

Data from this study were obtained from a random sample of 291 members of the American Society for Training and Development, identified as sales and marketing trainers in the 1987 national membership

directory. The data gathering technique used in the study was a self-administered questionnaire. The usable response rate was 51.2 percent. The data were analyzed using the analysis of variance (ANOVA) technique and a post-hoc multiple comparison using Scheffe for questions a and b. A ranking procedure was used for question c.

The conclusions of the study were: (a) there is evidence of a relationship between sales/marketing trainers' competencies critical to success and their stage of career development; (b) four of the fifteen trainer's roles differ across stages of career development; and (c) thirty of the 31 competencies identified by McLagan (1983) and used in this study were found to meet the minimum criterion for being considered critical to success for sales and marketing trainers in all stages (3.2 on a 6.0 scale). The exception was research, at Stage I. Of these 30, 18 were ranked identically within stages. However, the relative importance of the remaining 12 competencies varied according to stage of career development.

Based on the findings of the study, the following recommendations were made: (a) emphasis on sales/marketing training programs for trainers should focus on activities that will help the learners develop those competencies considered critical to success in the stage of career development; (b) those competencies that were agreed upon as being common or "core experiences" and with high mean scores should be viewed as a common core when planning training programs for sales trainers or potential sales trainers; and (c) institutions or businesses that conduct training for profit or for their employees should consider stages of career development, as this may influence the training needs of the trainees. It was recommended that future research examine the

empirical relationship between trainers' roles and competencies as identified by McLagan (1983).

Appendix A

ANOVA Summary Among the 31 Competency Means and 4 Stages

Competency	SS	MS	F	Stage Different
Adult Learning Understanding	8.51	2.84	2.28*	3,4 vs 2,1
A/V Skill	9.26	3.09	1.51	
Career Development Knowledge	9.66	3.22	2.41*	3 vs 2,4,1
Competency Identification Skill	25.93	8.64	5.64***	1 vs 4,3,2
Computer Competence	9.71	3.24	1.58	
Cost-Benefit Analysis Skill	34.10	11.37	6.89***	3,1 vs 4
Counseling Skill	15.27	2.09	2.52*	4 vs 3,2,1
Data Reduction Skill	10.31	3.44	1.67	
Delegation Skill	24.10	8.03	4.50***	1 vs 2
Facilities Skill	14.87	4.96	2.67**	1 vs 3
Feedback Skill	5.96	1.99	2.43*	3 vs 2,1,4
Futuring Skill	10.67	3.56	2.61*	3 vs 4,2,1
Group Process Skill	1.99	0.66	0.53	
Industry Understanding	7.71	0.66	0.53	
Intellectual Versatility	7.71	2.57	2.23*	1 vs 4
Library Skill	3.71	1.24	0.63	
Model Building Skill	3.62	1.21	0.63	
Negotiation Skill	4.68	1.56	1.04	
Objective Preparation Skill	6.95	2.32	1.85	
Organizational Behavior Understanding	1.76	0.59	0.48	
Organizational Understanding	6.45	2.13	1.97	
Performance Observation Skill	21.79	7.26	4.40***	1 vs 2,3
Personnel/HR Field Understanding	5.94	1.98	1.19	
Presentation Skill	2.72	0.91	1.57	
Questioning Skill	3.88	1.29	1.37	
Records Management Skill	16.93	5.64	2.50*	1 vs 4
Relationship Versatility	1.76	0.59	0.50	
Research Skills	11.93	3.98	1.92	
T & D Field Understanding	8.27	2.76	1.98	
T & D Technique Understanding	5.74	1.91	1.39	
Writing Skill	2.87	0.96	1.33	

Level of Significance
* $p < .1$
** $p < .05$
*** $p < .01$

Appendix B

Mean Percentage Time Spent in Each Role Per Stage

Role	Career Stage			
	I	II	III	IV
Evaluation	6.86	3.59	3.37	1.92
Group Facilitating	5.29	11.04	9.91	4.84
Counseling	1.86	3.72	5.36	3.74
Writing	0.86	6.64	3.77	3.84
Managing	10.64	12.83	24.09	15.63
Marketing	9.57	6.30	10.36	4.34
A/V Production	5.71	3.23	3.98	3.16
Needs Analysis	6.93	3.43	4.91	1.76
Administration	12.64	14.15	4.30	18.82
Designing Program	6.21	7.51	5.57	4.47
Long Range Planning	3.71	4.55	6.66	6.45
Conduct Task Analysis	0.86	0.32	0.57	0.13
Research	3.57	1.93	1.89	0.82
Teaching	15.57	10.34	8.75	9.08
Transferring Technology	1.93	0.75	1.32	0.13
Other	2.64	1.08	2.84	1.32

Stage I = Exploration
II = Establishment
III = Maintenance
IV = Decline

Appendix C

ANOVA Summary Among the 15 Role Percentage Means and 4 Stages

Role	SS	MS	F	Stage Different
Evaluation	252.31	84.10	3.15**	1 vs 4
Group Facilitating	824.66	274.89	1.14	
Counseling	152.81	50.94	0.75	
Writing	468.36	156.12	1.07	
Management	3754.06	1251.35	3.00**	3 vs 1
Marketing	870.47	290.16	1.73	
A/V Production	83.05	27.68	0.29	
Needs Analysis	355.79	118.60	3.73**	1 vs 4
Administration	4615.71	1538.57	3.96***	4 vs 3
Designing Program	217.89	72.63	1.10	
Long Range Planning	185.09	61.70	0.96	
Conduct Task Analysis	7.24	2.41	1.47	
Research	81.86	27.29	1.25	
Teaching	541.43	180.48	1.04	
Transferring Technology	45.95	15.32	1.81	
Other	859.45	286.48	1.73	

Level of Significance
* $p < .1$
** $p < .05$
*** $p < .01$

THE FIFTEEN KEY TRAINING AND DEVELOPMENT ROLES

This Study proposes that the T&D field consists of people who perform a different mix of roles. Some also perform roles which are outside the T&D areas as we have defined it in this Study. The fifteen roles below are those which emerged from literature reviews and after several rounds of review and questionnaires to experts in and around the T&D field. Some of the roles may be important in other Human Resource areas. We may assume that the competencies required to perform a T&D role will transfer to other areas where that role is important. The extent of transferability is the extent an individual can easily move between and among human resource areas – and to jobs outside human resources which require facility in the roles.

The roles below describe the major T&D functions which emerged in this Study. They do *not* describe jobs. Individual jobs usually consist of several/many roles:

- EVALUATOR . . . The role of identifying the extent of a program, service or product's impact.
- GROUP FACILITATOR . . . The role of managing group discussions and group process so that individuals learn and group members feel the experience is positive.
- INDIVIDUAL DEVELOPMENT COUNSELOR . . . The role of helping an individual assess personal competencies, values, goals and identify and plan development and career actions.
- INSTRUCTIONAL WRITER . . . The role of preparing written learning and instructional materials.
- INSTRUCTOR . . . The role of presenting information and directing structured learning experiences so that individuals learn.
- MANAGER OF TRAINING AND DEVELOPMENT . . . The role of planning, organizing, staffing, controlling training and development operations or training and development projects and of linking training and development operations with other organization units.
- MARKETER . . . The role of selling Training and Development viewpoints, learning packages, programs and services to target audiences outside one's own work unit.
- MEDIA SPECIALIST . . . The role of producing software for and using audio, visual, computer and other hardware-based technologies for training and development.
- NEEDS ANALYST . . . The role of defining gaps between ideal and actual performance and specifying the cause of the gaps.
- PROGRAM ADMINISTRATOR . . . The role of ensuring that the facilities, equipment, materials, participants and other components of a learning event are present and that program logistics run smoothly.
- PROGRAM DESIGNER . . . The role of preparing objectives, defining content, selecting and sequencing activities for a specific program.
- STRATEGIST . . . The role of developing long-range plans for what the training and development structure, organization, direction, policies, programs, services, and practices will be in order to accomplish the training and development mission.
- TASK ANALYST . . . Identifying activities, tasks, sub-tasks, human resource and support requirements necessary to accomplish specific results in a job or organization.
- THEORETICIAN . . . The role of developing and testing theories of learning, training and development.
- TRANSFER AGENT . . . The role of helping individuals apply learning after the learning experience.

McLagan, P. (1983). Models for excellence, Washington, DC: American Society for training and development. American Society for Training and Development. p. 29.

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The following model describes the knowledge/skill areas which the ASTD Competency Study has identified as important for excellent performance in the Training and Development field.

There are thirty-one (31) competencies in this model:

1. *Adult Learning Understanding* . . . Knowing how adults acquire and use knowledge, skills, attitudes. Understanding individual differences in learning.
2. *A/V Skill* . . . Selecting and using audio/visual hardware and software.
3. *Career Development Knowledge* . . . Understanding the personal and organizational issues and practices relevant to individual careers.
4. *Competency Identification Skill* . . . Identifying the knowledge and skill requirements of jobs, tasks, roles.
5. *Computer Competence* . . . Understanding and being able to use computers.
6. *Cost-Benefit Analysis Skill* . . . Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages.
7. *Counseling Skill* . . . Helping individuals recognize and understand personal needs, values, problems, alternatives and goals.
8. *Data Reduction Skill* . . . Scanning, synthesizing, and drawing conclusions from data.
9. *Delegation Skill* . . . Assigning task responsibility and authority to others.
10. *Facilities Skill* . . . Planning and coordinating logistics in an efficient and cost-effective manner.
11. *Feedback Skill* . . . Communicating opinions, observations and conclusions such that they are understood.
12. *Futuring Skill* . . . Projecting trends and visualizing possible and probable futures and their implications.
13. *Group Process Skill* . . . Influencing groups to both accomplish tasks and fulfill the needs of their members.
14. *Industry Understanding* . . . Knowing the key concepts and variables that define an industry or sector (e.g., critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, information sources).
15. *Intellectual Versatility* . . . Recognizing, exploring and using a broad range of ideas and practices. Thinking logically and creatively without undue influence from personal biases.
16. *Library Skills* . . . Gathering information from printed and other recorded sources. Identifying and using information specialists and reference services and aids.
17. *Model Building Skill* . . . Developing theoretical and practical frameworks which describe complex ideas in understandable, usable ways.
18. *Negotiation Skill* . . . Securing win-win agreements while successfully representing a special interest in a decision situation.
19. *Objectives Preparation Skill* . . . Preparing clear statements which describe desired outputs.
20. *Organization Behavior Understanding* . . . Seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events and change.
21. *Organization Understanding* . . . Knowing the strategy, structure, power networks, financial position, systems of a SPECIFIC organization.
22. *Performance Observation Skills* . . . Tracking and describing behaviors and their effects.
23. *Personnel/HR Field Understanding* . . . Understanding issues and practices in other HR areas (Organization Development, Organization Job Design, Human Resource Planning, Selection and Staffing, Personnel Research and Information Systems, Compensation and Benefits, Employee Assistance, Union/Labor Relations).
24. *Presentation Skills* . . . Verbally presenting information such that the intended purpose is achieved.
25. *Questioning Skill* . . . Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires and other probing methods.
26. *Records Management Skill* . . . Storing data in easily retrievable form.
27. *Relationship Versatility* . . . Adjusting behavior in order to establish relationships across a broad range of people and groups.
28. *Research Skills* . . . Selecting, developing and using methodologies, statistical and data collection techniques for a formal inquiry.
29. *Training and Development Field Understanding* . . . Knowing the technological, social, economic, professional, and regulatory issues in the field; understanding the role T&D plays in helping individuals learn for current and future jobs.
30. *Training and Development Techniques Understanding* . . . Knowing the techniques and methods used in training; understanding their appropriate uses.
31. *Writing Skills* . . . Preparing written material which follows generally accepted rules of style and form, is appropriate for the audience, creative, and accomplishes its intended purposes.

McLagan, P. (1983). Models for excellence. Washington, DC: American Society for training and development. American Society for Training and Development. p. 16.

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UNIVERSITY OF MINNESOTA
TWIN CITIES

Division of Business and Marketing Education
Department of Vocational and Technical Education
420 Vocational and Technical Education Building
1954 Buford Avenue
St. Paul, Minnesota 55108

June 26, 1987.

Dear Sales or Marketing Trainer,

A person's career is characterized by changing patterns of developmental tasks, activities, values, and needs, which emerge as he/she matures in a job. However, no one really knows how the training needs of trainers in sales and marketing change as they move through their career. You have an opportunity to help change this by participating in a research study under the direction of the Marketing Education faculty, University of Minnesota. This study will investigate the influence of career stage on the training needs of sales and marketing trainers. This will help identify ways to reduce the cost of training while increasing productivity.

The results of this study can be a tool to aid educators as well as to assist business organizations develop training curricula for trainers in sales and marketing that would be more relevant and timely. Your participation is crucial to the success of this research.

Your name was randomly selected from the sales and marketing members of the American Society for Training and Development(ASTD). In order that the results will truly represent the thinking of sales and marketing trainers, it is important that the questionnaire be completed and returned.

You can be absolutely sure that all of the information you provide will be kept strictly confidential. The questionnaire has an identification number for mailing purposes only. Your name will never be placed on the questionnaire.

The questionnaire has been designed so that you can complete it very quickly and easily. It takes only 15-20 minutes, and you need only check off answers or jot down a number. A postage paid return has been included on the last page of the questionnaire for your convenience. Please staple the questionnaire as indicated on the last page.

As a token of my appreciation, I will send you summary of the results and a profile of your career stage category. To receive a copy simply check the box provided following the last item on the questionnaire.

I would be most happy to answer any questions you might have. Please write or call. The telephone number is (612) 624-7799.

Please complete and return the questionnaire right away. Again, thank you for your assistance.

Sincerely,

Isaac Owolabi
Research Director.

111

cc:
Dr. Richard Ashmun, Professor of Marketing Education
Dr. James Stone III, Assistant Professor of Marketing Education.

July 1st, 1987.

Last week a questionnaire seeking your participation in a research project to study the influence of career stage on the training needs of sales or marketing trainers was mailed to you. Your name was randomly selected from the sales and marketing members of the American Society for Training and Development(ASTD).

If you have already completed and returned it to us please accept our sincere thanks. If not, please do so today. Because it has been sent to only a small, but representative, sample of sales and marketing trainers. In order that the results will truly represent the thinking of sales and marketing trainers, it is important that the questionnaire be completed and returned.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me right now at (612) 624 7799 and I will send another one in the mail to you today.

Research Director.

UNIVERSITY OF MINNESOTA
TWIN CITIES

Division of Business and Marketing Education
Department of Vocational and Technical Education
420 Vocational and Technical Education Building
1954 Buford Avenue
St. Paul, Minnesota 55108

July 29, 1987

Dear Sales or Marketing Trainer,

About three weeks ago a questionnaire seeking your participation in a research project to study the influence of career stage on the training needs of Sales or Marketing trainers was mailed to you. As of today we have not yet received your completed questionnaire.

We decided to embark on the study because of the lack of information on the relationship between a person's career, changing patterns of developmental tasks, activities, values and needs, which emerge as he/she matures in a job. This is important because of the potential impact on the development of sales or marketing training programs.

I am writing to you again because of the significance each questionnaire has to the usefulness of this study. Your name was randomly selected from the sales and marketing members of the American Society for Training and Development (ASTD) in which every member had an equal chance of being selected. In order for the results of this study to be truly representative of the thinking of sales and marketing trainers, it is important that the questionnaire be completed and returned.

In the event that your questionnaire has been misplaced, a replacement is enclosed. Your cooperation is greatly appreciated.

Sincerely,

Isaac Owolabi
Research Director.

P.S. A number of people have written to ask when results will be available. We hope to have them out some time next month.

cc:
Dr. Richard Ashmun, Professor of Marketing Education
Dr. James Stone III, Assistant Professor of Marketing Education.

Career Stage Profile

and

Training Needs

A. EDUCATIONAL BACKGROUND

1. What is your highest level of education? (Circle best response)

   a. High school
   b. Vocational school
   c. Some college
   d. 4-year degree
   e. Graduate degree

2. If a college graduate, please circle degree(s) held. If you do not have a degree, check here ( ) and go to question #4.

   a. Associate degree
   b. Bachelor
   c. Master
   d. Ph.D/Ed. D.
   e. Other (specify)_____

3. Circle major area of highest degree held.

   a. Business
   b. Marketing
   c. Communications
   d. Education
   e. HRD/T&D
   f. Industrial Relations
   g. Other (specify)_____

B. EMPLOYMENT INFORMATION

4. Which of the following best describes the industry or organization in which you work? (circle one)

   a. data processing
   b. health care
   c. government (federal, state, local)
   d. restaurant
   e. retailing
   f. industrial/manufacturing
   g. utilities
   h. banking
   i. consulting
   j. communications/publications, broadcasting
   k. insurance
   l. education
   m. other (specify)_____

5. How long have you been in a training career? (circle one)

   a. less than one year
   b. 1-5 years
   c. 6-10 years
   d. 11-15 years
   e. 16-20 years
   f. 21-25 years
   g. over 25 years

6. How long have you been with your present organization? (circle one)

   a. less than one year
   b. 1-5 years
   c. 6-10 years
   d. 11-15 years
   e. 16-20 years
   f. 21-25 years
   g. over 25 years

7. Please estimate the percentage of time spent in performing the following activities:

a.	conducting evaluations	_____%
b.	facilitating groups	_____%
c.	individual development counseling	_____%
d.	writing training instructions	_____%
e.	managing training and development	_____%
f.	marketing	_____%
g.	producing media/AV materials	_____%
h.	conducting needs analysis	_____%
i.	administering program	_____%
j.	designing program	_____%
k.	developing long range training and development strategy	_____%
l.	conducting task analysis	_____%
m.	conducting research	_____%
n.	teaching/instructing	_____%
o.	transferring training technology	_____%
p.	Other (specify)_____	_____%
	Total percentage	100%

8. Considering all of the activities you have identified on the preceding question (#7), what percentage of your time do you spend specifically designing, delivering, and managing sales related training? (circle one)

a. none
b. less than 25%
c. 25-49%
d. 50-74%
e. 75% and over

C. CAREER CONCERNS[1]

This section consists of statements about your CAREER CONCERNS. How strong are these concerns at this point in your career? CIRCLE each statement according to the following scale:
(1) no concern (2) little concern (3) some concern
(4) considerable concern (5) great concern

Career Concerns	No concern	Little concern	Some concern	Considerable concern	Great concern
9. Clarifying my ideas about the type of work I would really enjoy.	1	2	3	4	5
10. Deciding what I want to do for a living.	1	2	3	4	5

1 [redacted] -2-

		No concern	Little concern	Some concern	Considerable concern	Great concern
11.	Finding the line of work I am best suited for.	1	2	3	4	5
12.	Learning about beginning jobs that might be open to me.	1	2	3	4	5
13.	Identifying the skills required for jobs that interest me.	1	2	3	4	5
14.	Choosing the best among the occupations I am considering.	1	2	3	4	5
15.	Choosing the most challenging job among those that interest me.	1	2	3	4	5
16.	Finding a line of work that really interests me.	1	2	3	4	5
17.	Making sure of my occupational choice.	1	2	3	4	5
18.	Choosing a job that will really satisfy me.	1	2	3	4	5
19.	Getting started in my chosen occupational field.	1	2	3	4	5
20.	Deciding how to qualify for the work I want to do.	1	2	3	4	5
21.	Meeting people who can help me get started in my chosen field.	1	2	3	4	5
22.	Finding opportunities to do work that I really like.	1	2	3	4	5
23.	Making specific plans to achieve my current career goals.	1	2	3	4	5
24.	Settling down in a job I can stay with.	1	2	3	4	5
25.	Making a place for myself where I work.	1	2	3	4	5
26.	Doing things to help me stay in the field in which I have started.	1	2	3	4	5
27.	Achieving stability in my occupation.	1	2	3	4	5

		No concern	Little concern	Some concern	Considerable concern	Great concern
28.	Getting established in my work.	1	2	3	4	5
29.	Consolidating my current position.	1	2	3	4	5
30.	Developing a reputation in my line of work.	1	2	3	4	5
31.	Becoming a dependable producer.	1	2	3	4	5
32.	Becoming especially knowledgeable or skillful in my work.	1	2	3	4	5
33.	Winning the support of my employer, colleagues, or clients.	1	2	3	4	5
34.	Planning how to get ahead in my established field of work.	1	2	3	4	5
35.	Improving my chances of advancement in my current occupation.	1	2	3	4	5
36.	Doing the things that make people want me in my work.	1	2	3	4	5
37.	Finding ways of making my competence known.	1	2	3	4	5
38.	Advancing to a more responsible position.	1	2	3	4	5
39.	Maintaining the occupational position I have achieved.	1	2	3	4	5
40.	Holding my own against the competition of new people entering the field.	1	2	3	4	5
41.	Adapting to changes introduced since I got established in my occupation.	1	2	3	4	5
42.	Keeping in tune with the people I work with.	1	2	3	4	5
43.	Keeping the respect of people in my field.	1	2	3	4	5

		No concern	Little concern	Some concern	Considerable concern	Great concern
44.	Keeping up with new knowledge, equipment, and methods in my field.	1	2	3	4	5
45.	Attending meetings and seminars on new methods.	1	2	3	4	5
46.	Visiting places where I can see new developments.	1	2	3	4	5
47.	Getting to know important people in my field.	1	2	3	4	5
48.	Getting refresher training to keep up.	1	2	3	4	5
49.	Identifying new problems to work on.	1	2	3	4	5
50.	Finding out about new opportunities as my field changes.	1	2	3	4	5
51.	Deciding what new fields to open up or develop.	1	2	3	4	5
52.	Developing new skills to cope with changes in my field.	1	2	3	4	5
53.	Developing new knowledge or skills to help me improve my work.	1	2	3	4	5
54.	Developing easier ways of doing my work.	1	2	3	4	5
55.	Concentrating in things I can do as I get older.	1	2	3	4	5
56.	Cutting down on my working hours.	1	2	3	4	5
57.	Avoiding occupational pressures I formerly handled more easily.	1	2	3	4	5
58.	Developing more hobbies to supplement work interests.	1	2	3	4	5
59.	Finding activities I would like in retirement.	1	2	3	4	5
60.	Planning well for retirement.	1	2	3	4	5

	No concern	Little concern	Some concern	Considerable concern	Great concern
61. Making sure I can have a good life when I retire.	1	2	3	4	5
62. Talking to retired friends about retirement and adjustments.	1	2	3	4	5
63. Setting aside enough assets for retirement.	1	2	3	4	5
64. Having a good place to live in retirement.	1	2	3	4	5
65. Having a good life in retirement.	1	2	3	4	5
66. Having friends I can enjoy in retirement.	1	2	3	4	5
67. Making good use of free time that comes with retirement..	1	2	3	4	5
68. Doing things I have always wanted to do but never had time for.	1	2	3	4	5

69. After working in a field for a while, many persons shift to another job for any of a variety of reasons: pay, satisfaction, opportunity for growth, shut-down, etc. When the shift is a change in field, not just working for another employer in the same field, it is commonly called a "career change." Following are five statements which represent various stages in career change. Choose the one statement below that best describes your current status.
    1. I am not considering making a career change.
    2. I am considering whether to make a career change.
    3. I plan to make a career change and am choosing a field to change to.
    4. I have selected a new field and am trying to get started in it.
    5. I have recently made a change and am settling down in the new field.

D. PROFESSIONAL NEEDS ASSESSMENT FOR TRAINERS

Considering the 31 competencies that follow, WHICH of these competencies is CRITICAL to successful performance at your job RIGHT NOW? CIRCLE each statement according to the following scale.

Unrelated to success in current position — Critical to success in current position

1 2 3 4 5 6

Low — High

70. Adult learning understanding. Knowing how adults acquire and use knowledge, attitudes. Understanding individual differences in learning. 1 2 3 4 5 6

71. A/V skill. Selecting and using audio/visual hardware and software. 1 2 3 4 5 6

72. Career development knowledge. Understanding the personal and organizational issues and practices relevant to individual careers. 1 2 3 4 5 6

73. Competency identification skill. Identifying the knowledge and skill requirements of jobs, tasks, roles. 1 2 3 4 5 6

74. Computer competence. Understanding and being able to use computers. 1 2 3 4 5 6

75. Cost-benefit analysis skill. Assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages. 1 2 3 4 5 6

76. Counseling skill. Helping individuals recognize and understand personal needs, values, problems, alternatives, and goals. 1 2 3 4 5 6

77. Data reduction skill. Scanning, synthesizing, and drawing conclusions from data. 1 2 3 4 5 6

78. Delegation skill. Assigning task responsibility and authority to others. 1 2 3 4 5 6

79. Facilities skill. Planning and coordinating logistics in an efficient and cost-effective manner. 1 2 3 4 5 6

Unrelated to success in current position — Critical to success in current position

1 2 3 4 5 6

Low — High

80. Feedback skill. Communicating opinions, observations, and conclusions such that they are understood. 1 2 3 4 5 6

81. Futuring skill. Projecting trends and visualizing possible and probable futures and their implications. 1 2 3 4 5 6

82. Group process skill. Influencing groups to both accomplish tasks and fulfill the needs of their members. 1 2 3 4 5 6

83. Industry understanding. Knowing the key concepts and variables that define an industry or sector (e.g., critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, information sources). 1 2 3 4 5 6

84. Intellectual versatility. Recognizing, exploring, and using a broad range of ideas and practices. Thinking logically and creatively without undue influence from personal biases. 1 2 3 4 5 6

85. Library skills. Gathering information from printed and other recorded sources. Identifying and using information specialists and reference services and aids. 1 2 3 4 5 6

86. Model building skill. Developing theoretical and practical frameworks which describe complex ideas in understandable, usable ways. 1 2 3 4 5 6

87. Negotiation skill. Securing win-win agreements while successfully representing a special interest in a decision situation. 1 2 3 4 5 6

Unrelated to success in current position — Critical to success in current position

1 2 3 4 5 6

Low — High

88. Objectives preparation skill. Preparing clear statements which describe desired outputs. 1 2 3 4 5 6

89. Organizational behavior understanding. Seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events and change. 1 2 3 4 5 6

90. Organizational understanding. Knowing the strategy, structure, power networks, financial position, systems of a SPECIFIC organization. 1 2 3 4 5 6

91. Performance observation skills. Tracking and describing behaviors and their effects. 1 2 3 4 5 6

92. Personnel/HR field understanding. Understanding issues and practices in other human resource areas (Organization Development, Organization Job Design, Human Resource Planning, Selection and Staffing, Personnel Research and Information Systems, Compensation and Benefits, Employee Assistance, Union/Labor Relations). 1 2 3 4 5 6

93. Presentation skills. Verbally presenting information such that the intended purpose is achieved. 1 2 3 4 5 6

94. Questioning skill. Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires, and other probing methods. 1 2 3 4 5 6

95. Records management skill. Storing data in easily retrievable form. 1 2 3 4 5 6

Unrelated to success in current position — Critical to success in current position

1 2 3 4 5 6

Low — High

96. Relationship versatility. Adjusting behavior in order to establish relationships across a broad range of people and groups. 1 2 3 4 5 6

97. Research skills. Selecting, developing, and using methodologies, statistical, and data collection techniques for a formal inquiry. 1 2 3 4 5 6

98. Training and development field understanding. Knowing the technological, professional, and regulatory issues in the field; understanding the role T&D plays in helping individuals learn for current and future jobs. 1 2 3 4 5 6

99. Training and development understanding. Knowing the techniques and methods used in training, understanding their appropriate uses. 1 2 3 4 5 6

100. Writing skills. Preparing written material which follows generally accepted rules of style and form, is appropriate for the audience, creative, and accomplishes the intended purposes. 1 2 3 4 5 6

E. DEMOGRAPHICS

101. Sex: M_____ F_____

102. Age: 20-30_____ 31-45_____ 46-65_____ over 65_____

☐ I want a profile of my career stage category.

☐ I want a summary of the results of this study.

Appendix G

The Following Data Bases were Searched:

1. ERIC

   1966-present (National Institute of Education, Washington, D.C., and ERIC Processing and Reference Facility, Bethesda, MD).

2. COMPREHENSIVE DISSERTATION INDEX

   1961-present (Xerox University Microfilms, Ann Arbor, MI).

3. MANAGEMENT CONTENTS

   1974-present (Management Contents, Inc., Skokie, IL).

4. TRADE AND INDUSTRY INDEX

   1981-present.